DOCUMENT RESUME

ED 338 664 TM 017 453

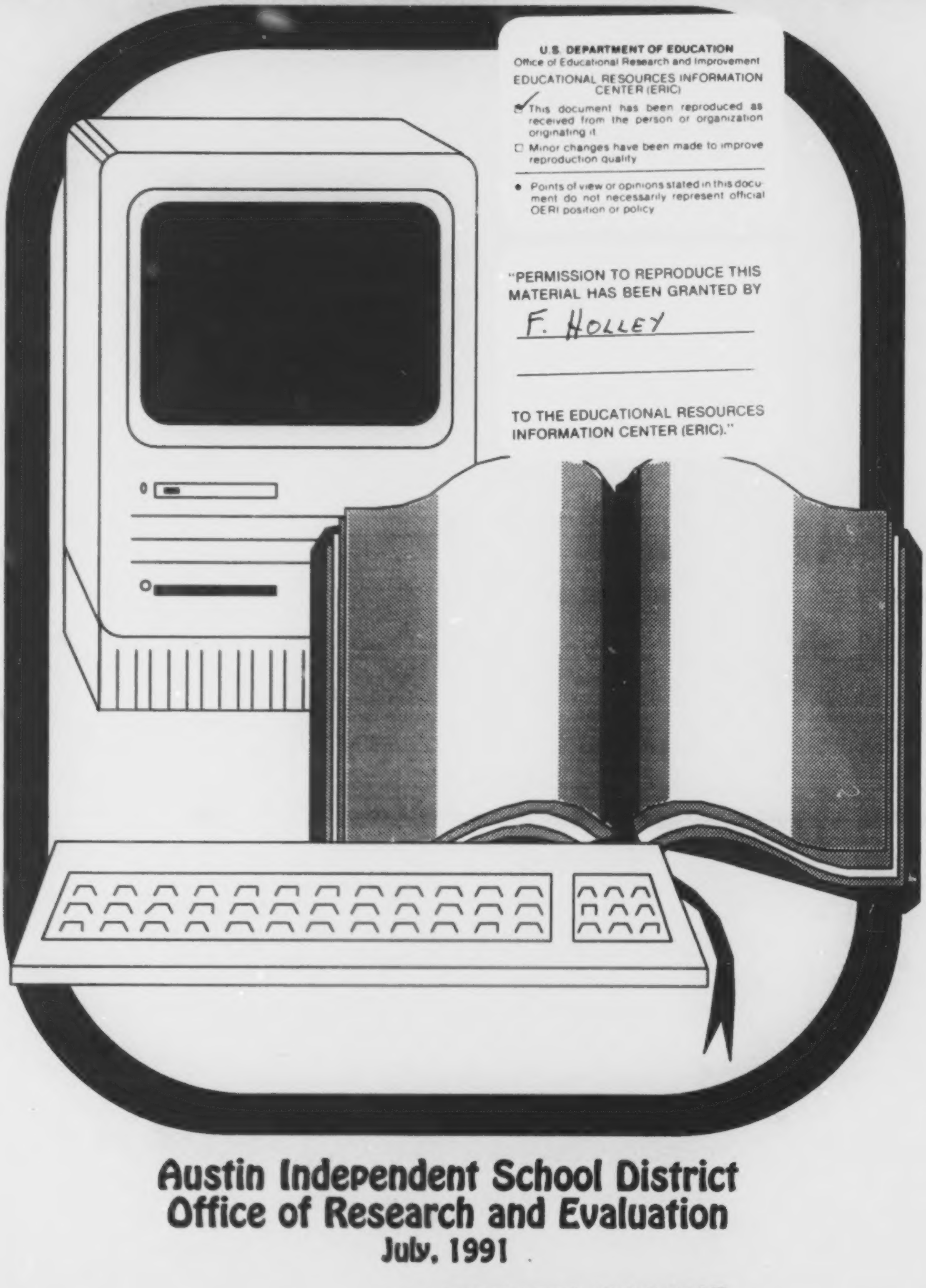
AUTHOR	Wilkinson, David; Spano, Sedra G.
TITLE	GENESYS 1990-91: Selected Program Evaluations. Publication Number 90.39.
INSTITUTION	Austin Independent School District, Tex. Office of Research and Evaluation.
PUB DATE	Jul 91
NOTE	171p.
PUB TYPE	Statistical Data (110) -- Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	Academically Gifted; Bilingual Education; *Databases; Data Collection; Elementary Secondary Education; English (Second Language); Honors Curriculum; Magnet Schools; *Management Information Systems; *Program Evaluation; *School Districts; School Statistics; Special Education; Statistical Data; *Student Characteristics; Supplementary Education; Tables (Data)
IDENTIFIERS	*Austin Independent School District TX; *GENESYS TX

ABSTRACT

GENESYS is a GENeric Evaluation SYStem for data collection and evaluation through computer technology. GENESYS gathers and reports the standard information (student characteristics, achievement, attendance, discipline, grades/credits, dropouts, and retainees) for specific groups of students. In the Austin (Texas) Independent School District's (AISD's) third year of using GENESYS, several elementary school and secondary school programs were evaluated, including: (1) the Science Academy; (2) the Liberal Arts Academy; (3) the Kealing Magnet School; (4) AIM High (an elementary school program for gifted and talented students); (5) the secondary honors program; (6) bilingual and English-as-Second-Language (ESL) programs; (7) Teach and Reach (supplementary reading and mathematics instruction for low-achieving black students); and (8) special education. The evaluation indicates that students in the magnet schools, including the academies, and the gifted and talented and honors programs tended toward higher academic achievement than did students in other schools. Students in the bilingual and ESL programs, Teach and Reach, and special education generally tended to achieve no faster than did students district-wide, were more likely to be disciplinary problems, and were more likely to drop out. Figures and tables present data for the eight programs evaluated. Ten attachments provide GENESYS operational characteristics, GENESYS definitions, ideas for GENESYS enhancements, a sample GENESYS printout for data by students, requirements for GENESYS data files, flowcharts, a sample GENESYS file/run sheet, 31 pages presenting cross-program comparison charts for Spring 1991, cross-tabulation tables, and evaluation summaries for the AISD. Eight references are included. (SLD)

GENESYS 1990-91:
Selected Program Evaluations

ED338664



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

F. Holley

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Austin Independent School District
Office of Research and Evaluation
July, 1991

TM017453

BEST COPY AVAILABLE

GENESYS 1990-91:
Selected Program Evaluations
Executive Summary

Austin Independent School District
Department of Management Information
Office of Research and Evaluation

Authors: David Wilkinson
Sedra G. Spano

Program Description

GENESYS is a GENeric Evaluation SYStem.

GENESYS is a method of streamlining data collection and evaluation through the use of computer technology. From year one in 1973, the Office of Research and Evaluation (ORE) has been challenged to evaluate a multitude of contrasting programs with limited resourses. By standardizing methods and information provided, GENESYS makes it possible to evaluate a much larger number and variety of programs than would ordinarily be possible. GENESYS gathers and reports the following standard information on specified groups of students:

- Student characteristics
- Achievement
- Attendance
- Discipline
- Grades/credits
- Dropouts
- Retainees

A wide variety of elementary, secondary, and K-12 programs were included this third year. Most of the groups included were for students served in 1990-91; some were for groups served in previous years. The following programs of interest are included in this report:

- Science Academy
- Liberal Arts Academy
- Kealing Magnet School
- AIM High
- Secondary Honors Program
- Bilingual/ESL Programs
- Teach and Reach
- Special Education

References to other reports which incorporate GENESYS data are provided as well.

Major Findings

1. Students in AISD's magnet schools--Science Academy, Liberal Arts Academy, and Kealing Magnet--tend to learn at faster rates than other high achievers, are little involved in disciplinary incidents, attend school at higher rates than students districtwide, are retained at low rates, and rarely drop out.

2. The same picture is true for the District's elementary gifted and secondary honors students.

3. On the other hand, students in several of the District's programs for special needs students--bilingual/ESL programs, Project Teach and Reach, and special education--tend to achieve no faster than similar students districtwide (where comparisons are possible), attend school less frequently, are more involved in disciplinary incidents, are retained at higher rates, and drop out more than students districtwide.

There were some exceptions:

- LEP students' discipline rates were lower than districtwide rates at the elementary level;
- Lower percentages of secondary LEP students dropped out than did secondary students districtwide;
- Attendance rates for Teach and Reach students were higher than districtwide elementary attendance rates; and
- Retention rates for Teach and Reach students were lower than for the District.

4. Teach and Reach students in grade 2 served in reading and in grade 5 served in mathematics scored significantly below the achievement levels predicted for them in these areas, indicating a negative impact of the program on these students. The program had no impact on achievement in these areas at the other grade levels served.

90.39

TABLE OF CONTENTS

EXECUTIVE SUMMARY i

INTRODUCTION. 1

CHANGES IN GENESYS 1

Enhancements to GENESYS in 1990-91 1

Challenges for the Future 4

GENESYS RESULTS FOR PROGRAMS 5

Science Academy of Austin 7

Liberal Arts Academy at Johnston. 13

Kealing Magnet School 19

AIM High. 25

Secondary Honors Program. 31

Bilingual/ESL Programs. 41

Teach and Reach 55

Special Education 65

REFERENCES. 80

Attachment 1: GENESYS Operational Characteristics. . . . 81

Attachment 2: GENESYS Definitions. 83

Attachment 3: Ideas for GENESYS Enhancements 88

Attachment 4: Sample GENESYS Printout for Data by Students. 89

Attachment 5: Requirements for GENESYS Data Files. . . . 90

Attachment 6: Flow Charts. 92

Attachment 7: Sample GENESYS File/Run Sheet. 95

Attachment 8: Cross-Program Comparison Charts, Spring, 1991 (through July 12) 96

Attachment 9: Crosstabulation Tables 127

Attachment 10: Evaluation Summaries for AISD. 129

90.39

GENESYS 1990-91: SELECTED PROGRAM EVALUATIONS

FINAL REPORT

INTRODUCTION

GENESYS is ORE's **GEN**eric **E**valuation **SYS**tem. The generic evaluation system is ORE's response to a growth in information needs at the same time that staff resources have been shrinking. By taking advantage of a bigger, faster mainframe computer and the District's extensive data bases, GENESYS produces a high volume of information about many programs. GENESYS may not provide everything a user wants in the exact form desired, but it has proven to be a very useful evaluation tool to enhance traditional evaluations or as the total evaluation for programs to which limited resources can be devoted. The continuing challenge for evaluation and program staff is to use the system to produce the best information for program decisionmaking.

The 1990-91 school year is the third year of GENESYS implementation. Readers interested in more information about the development and implementation of GENESYS in its first two years are urged to consult the reports listed in the reference section. Details about how GENESYS works may also be found in the reports referenced, particularly ORE publications 88.40 and 89.30. A specification of the outcome information that GENESYS provides is contained in Attachment 1. Specific definitions for each of the variables included in GENESYS are provided in Attachment 2.

CHANGES IN GENESYS

Since its inception in 1988-89, GENESYS has changed and been improved each year. Figure 1 summarizes the major features and changes made to GENESYS each year.

Enhancements to GENESYS in 1990-91

Some important improvements and enhancements were made to GENESYS this year:

- The evaluation summary was redesigned to add in new information about dropouts and to reflect changes in the reporting of achievement. The evaluation summary was expanded from one to two pages, with the second page entirely devoted to achievement indicators.

- New progress indicators were added to the evaluation summary. Predicted and obtained dropout rates, and the obtained rate as a percentage of the predicted rate, were added to the first page of the evaluation summary. Definitions of these and related terms were also added. More will be said about this enhancement later.

FIGURE 1
MAJOR FEATURES OF GENESYS AND CHANGES MADE 1989-90 THROUGH 1990-91

ORIGINAL FEATURES	CHANGES MADE	
1988-89	1989-90	1990-91
Program Summary: 1-page. Many demographic, progress and achievement variables, including ROSE, included.	Program Summary redesigned. Renamed Evaluation Summary. Retainee variable added. Gifted/talented variable added. Began saving on a disk file.	Evaluation Summary redesigned; expanded to two pages, with only achievement variables on p. 2. Two ROSE tests added. ROSE changed to ROPE; TEAMS to TAAS. Academic recognition mastery level added. Percent passing all tests added. Predicted and obtained dropout rates added.
Executive Summary: 1-page. Narrative, mostly paragraph-style format.	Executive Summary redesigned; less narrative and more a graphical display of data. Expanded to two pages.	Executive Summary rewritten to correspond to changes in the Evaluation Summary. Comparison of program to District and State TAAS percentages mastering all three tests added. Expanded but still two pages.
Data by Student Listing. Individual student data listed.	Data by Student Listing almost the same. Gifted/talented variable added.	Data by Student Listing heading redesigned to be more attractive; otherwise unchanged.
Program Description: Separate form. Individual files. Paired manually with other GENESYS information.	Program Description: Unchanged	Program Description: Centralized on mainframe computer file. Printed at the same time as other GENESYS results.
	Cross-Program Comparison Charts. User designated option 17 tables.	Cross-Program Comparison Charts: Unchanged.
	Two-Way Crosstabulation Tables added. User-designated option. 7 categorial variables, 73 possible crosstabulations.	Two-Way Crosstabulation Tables: Unchanged.

- The Report on School Effectiveness (ROSE) was changed into the Report on Program Effectiveness (ROPE). To avoid the misunderstanding sometimes associated with "achieved predicted score" (that a program had achieved its aims when, in fact, students had not performed better than predicted), "significance" was replaced by "program effectiveness," expressed as positive, negative, or no impact. Because it can be derived from other information printed (posttest grade equivalent minus "over/under actual"), "predicted score" was deleted. Another statistic, "range for 0," was added to address questions concerning how near to statistical significance a particular grade equivalent gain was.

- Corresponding to a change in ROSE reporting to campuses, two additional tests were included under ROPE, Language and Work Study.

- Reflecting a statewide change, the Texas Assessment of Academic Skills (TAAS) replaced the Texas Educational Assessment of Minimum Skills (TEAMS). An additional level of mastery reported with the TAAS, "academic recognition," was included for each of the three TAAS tests.

- Another TAAS measure, "passing all tests taken," was added to the evaluation summary.

- The executive summary was rewritten to bring it in line with the revised evaluation summary--adding dropout information, changing ROSE to ROPE and TEAMS to TAAS, and adding ROPE and TAAS scores. A comparison of program to district and statewide TAAS mastery percentages on all three tests was also added to the executive summary.

- The heading for the Data by Student listing was redesigned to make it more attractive.

- Users were instructed to input program descriptions into a mainframe data base as a step toward making GENESYS more "push button." A central computer file replaced individual descriptions typed onto a standard form. Stored program descriptions were then printed at the same time as the summaries and individual student listings, rather than paired with them by hand. The program descriptions file will also serve as a starting point for next year.

- To save staff and computer time, GENESYS was run only in the spring and summer. Fall runs, though not spring runs on fall programs, were dropped.

- The file/run sheet was revised to reflect spring-only runs.

Two of the enhancements to GENESYS in 1990-91 merit further discussion:

1. The addition of predicted and obtained dropout rates, and
2. The changes in achievement reporting.

The comparison of predicted and obtained dropout rates is one of two important enhancements proposed last year for implementation in 1990-91. (The other was significance tests, to be discussed under "challenges" below.) The comparison of rates was particularly desired because, by providing the means for judging how well a program had succeeded in reducing the dropout rate predicted for its students, this comparison represents anotner outcome indicator which goes beyond the merely descriptive, the level of much of the GENESYS information. In conception, although not in methodology, the comparison is akin to the ROSE, now ROPE, in which predicted and obtained achievement are compared. ORE publication 88.36 contains an example of this methodology as first derived and applied. An elaboration on the methodology is discussed in ORE publication 90.19. Like the ROSE, the comparison of predicted and obtained dropout rates serves to provide GENESYS with the kind of evaluative capability a generic evaluation system needs to fulfill expectations of its utility.

The statewide change from TEAMS to TAAS testing, and the expansion of the ROSE information reported to AISD campuses, made it an opportune time to include some additional achievement indicators in GENESYS, in particular, the percentages of students attaining mastery at the academic recognition level and the percentages passing all tests taken. See Attachment 2 for specific definitions of these variables. The addition of these achievement indicators is notable because both are beginning to receive a high level of scrutiny in districts across the State. The comparison of program results with district- and statewide achievement levels is therefore of interest. The reporting of the Language and Work Study tests makes the GENESYS results parallel to the District's expanded ROSE. Overall, the expansion of the achievement information reported in GENESYS necessitated a second page to the evaluation summary and a longer executive summary, but more and new information is being reported to GENESYS users in 1990-91.

Challenges for the Future

Although a number of important enhancements were made to GENESYS in 1990-91, there is still room for improvement. Some of the challenges described in the 1989-90 GENESYS final report (see Publication No. 89.30) have been met, but some have not.

- Developing program files and descriptions can still be a lengthy process, but the amount of time depends on the experience of evaluation and program staff with file-building and with the capabilities of GENESYS and would be necessary even in a traditional evaluation.

- The system is still more "proprietary" than originally envisioned, in that the GENESYS programmer still handles GENESYS runs exclusively and direct involvement with GENESYS outside ORE is limited. However, the constant evolution of GENESYS has dictated keeping it "in house," and since the few requests for GENESYS runs made by people outside ORE have been readily satisfied, there does not seem to be a problem with user access.

Some additional enhancements to GENESYS have been proposed. Attachment 3 lists some ideas for enhancements, some remaining from 1989-90, which remain for future development. One of these in particular needs further attention: significance tests.

Significance tests for GENESYS are important because they would provide an inferential dimension not now furnished by GENESYS, namely, a means for determining if the differences between groups (either between program students and students districtwide or program students at two points in time) are meaningful. Renewed efforts to introduce significance tests into GENESYS will have to be made.

GENESYS RESULTS FOR PROGRAMS

GENESYS was used extensively by ORE staff in 1990-91. Of the 20 ORE evaluations listed in The Research and Evaluation Agenda for AISD--1990-91, 10 (including this one) used GENESYS. A list of the evaluations using GENESYS in 1990-91 is shown in Figure 2. Results are included in the ORE reports referenced. GENESYS provided the complete evaluation for the eight programs listed in the table of contents to this report. Altogether, as of July 12, 1991, 39 groups have been run through GENESYS. A complete set of GENESYS results is available in ORE.

FIGURE 2
EVALUATIONS USING GENESYS--1990-91

EVALUATION	REPORT TITLE	PUBLICATION NUMBER
Chapter 2 Formula	Chapter 2 Formula: Evaluation Report 1990-91	90.33
Pregnancy, Education, and Parenting (PEP) Pilot	Pregnancy, Education, and Parenting (PEP): Evaluation 1990-91	90.30
Title VII Bilingual Education Transition Program	Title VII Newcomers Program in AISD, 1990-91	90.38
School-Community Guidance Center	School-Community Guidance Center 1990-91: Reaching for New Levels	90.36

FIGURE 2 (continued)
EVALUATIONS USING GENESYS--1990-91

EVALUATION	REPORT TITLE	PUBLICATION NUMBER
Project GRAD	Effectiveness of Dropout Prevention Programs	90.44
Drug-Free Schools	Key Issues in Education: Drug-Free Schools--1990-91 Program Evaluation of Federally Funded Drug-Free Schools Programs	90.29
National Science Foundation (NSF) Grant for the Science Academy of Austin	Teaching and Technology for the 90's: National Science Foundation Grant, 1990-91	90.37
Programs for Limited-English-Proficient (LEP) Students	GENESYS 1990-91: Selected Program Evaluations	90.39
GENESYS	GENESYS 1990-91: Selected Program Evaluations	90.39
Project A+ Elementary Technology Demonstration Schools	Project A+ Elementary Technology Demonstration Schools: The First Year, 1990-91	90.32

SCIENCE ACADEMY AT LBJ

The Science Academy at LBJ High School is a magnet program devoted to science, mathematics, and technical education. The program serves AISD's highest achieving science and mathematics students.

- Science Academy students scored well above the national norms on the TAP; gains from spring 1990 to spring 1991 exceeded predicted levels for other high achievers districtwide.

- Program students scored higher on the TAAS than AISD senior high students districtwide. Greater percentages of Academy students mastered all three tests at the academic recognition level than did both senior high students in the District and the State.

- Discipline rates for program students were lower than the discipline rates of senior high school students districtwide.

- Through the fifth six weeks of the 1990-91 school year, only .3% of the Science Academy students dropped out of school, while 8.4% of the District's senior high students had.

- A smaller percentage of students dropped out than predicted, meaning that the program did better than anticipated in keeping students in school.

GENESYS PROGRAM DESCRIPTION

PROGRAM NAME: Science Academy at LBJ

EVALUATION CONTACT: Lydia W. Robertson

PROGRAM CONTACT: Sue Sinkin-Morris, Director

* FUNDING (LOCAL, STATE OR FEDERAL): Local

* BUDGET ALLOCATION: $ 792,974

* NUMBER OF CAMPUSES WITH PROGRAM: 1

* NUMBER OF STAFF:

28 Staff	2 Administrators
24 Teachers	2 Secretaries

* ELIGIBILITY/STUDENTS SERVED: In order to be eligible for admission to the Science Academy, students must have a ITBS combined score of 140 or above, with a mathematics subtest score at or above the 60th %ile, and with all other subtest scores at or above the 50th %ile. They must submit their last two report cards, two teacher recommendations and write an essay. Students must also take a mathematics test and be interviewed by Science Academy staff.

* GRADES SERVED: 9-12

* SOURCE OF FILE: Student Grade Reporting (SGR) File, based on staff-supplied list of science and mathematics courses; roster verified by staff.

* SUBJECT AREAS TAUGHT: Students may choose their regular courses from LBJ's curriculum, but are also required to take accelerated courses in science, mathematics, and computer science from the Science Academy's curriculum.

* PROGRAM FOCUS/GOALS/METHODS: The Science Academy is a magnet program devoted to science, mathematics, and technical education, ministering to Austin's highest achieving science and mathematics students. Low student-teacher ratio allows for individualized attention, and science classes are taught in two-hour time blocks to allow for extended study, concentration and acceleration, allowing students to complete four years of science in two years.

GENESYS
GENeric Evaluation SYStem

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

EVALUATION SUMMARY

PROGRAM/GROUP: SCIENCE ACADEMY AT LBJ, 1990-91

PRINT DATE: 07/31/91

DEMOGRAPHIC INDICATORS

Grade	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
# Students:											174	174	127	115	591

	Sex		Ethnicity			Low		Overage	Special	Gifted/
	Male	Female	Black	Hispanic	Other	Income	LEP	For Grade	Education	Talented
#	329	262	114	77	400	86	5	33	1	591
%	56	44	19	13	68	15	1	6	0	100

PROGRESS INDICATORS

		Attendance		Disciplined			Credits		# F's		# No Grades		GPA	
		Fall	Spring	Fall	Spring		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
90-91	#	589	589	3	13	#	590	589	590	589	590	589	590	589
	%	97.3	96.3	0.5	2.2	AVG	3.3	3.2	0.21	0.17	0.03	0.17	87.2	87.2
89-90	#	567	568	5	6	#	416	416	416	416	416	416	416	416
	%	97.2	96.3	0.8	1.0	AVG	3.3	3.4	0.19	0.12	0.00	0.01	86.8	87.3

DROPOUTS

6th **6 Weeks:** 0.2 **October:**
1991 1991

RETAINEES

End of Year: 0.7 **Beginning of Year:**
SPRING, 1991 FALL, 1991

PREDICTED and OBTAINED 1990-91 **DROPOUT RATES**

	Number of Students	Predicted Dropouts #	Predicted Dropouts Rate	Obtained Dropouts #	Obtained Dropouts Rate	Obtained as a % of Predicted
Fall, 1990	591	14	2.4	0	0.0	0.0
Spring, 1991						
Annual, 1991						

Definitions:

The **PREDICTED DROPOUT RATE** for a program/group is the sum of the dropout risk probability for each student in the group divided by the number of students in the group (N).

The **DROPOUT RISK PROBABILITY** for a student is based on the risk factor associated with the student's membership in one of 22 different risk categories. (The risk categories are detailed in the current GENESYS report.)

The **RISK FACTOR** for a given risk category is the percentage of students in that risk category who dropped out. Expressed as a rate, the risk factor is a two decimal-place numeral. For example, if 45.75% of the students in a particular risk category dropped out, the risk factor for a student in that category would be 45.75.

The **OBTAINED DROPOUT RATE** for a program/group is the actual percentage of students who dropped out.

The **OBTAINED AS A % OF PREDICTED** statistic is calculated by dividing the predicted rate by the obtained rate and multiplying by 100.

CONTINUED ON PAGE 2

BEST COPY AVAILABLE

PROGRAM/GROUP: SCIENCE ACADEMY AT LBJ. 1990-91 EVALUATION SUMMARY-P.2

ACHIEVEMENT INDICATORS

GENESYS

ITBS/TAP MEDIAN PERCENTILES,

Grade	1	2	3	4	5	6	7	8	9	10	11	12
Reading Comprehension									83	87	85	78
Number of Students									168	168	126	110
Mathematics Total									83	87	89	91
Number of Students									168	168	125	108
Composite									84	87	89	85
Number of Students									165	164	123	104

ROPE, SPRING 1990 TO SPRING 1991 MEAN GRADE EQUIVALENT

Grade	2	3	4	5	6	7	8	9	10	11	12
READING COMPREHENSION											
Number of Students								137	155	118	103
1990 Grade Equivalent								10.8	14.9	16.1	16.9
1991 Grade Equivalent								14.1	15.9	16.5	16.4
Gain								3.3	1.0	0.3	-0.5
Over/Under Predicted								0.7	0.3	0.4	0.1
Program Effectiveness								+	+	+	0
Range for 0 (+/-)								0.3	0.3	0.4	0.4
MATHEMATICS											
Number of Students								139	156	119	102
1990 Grade Equivalent								10.2	14.5	15.9	16.9
1991 Grade Equivalent								14.0	16.0	16.5	17.1
Gain								3.7	1.4	0.6	0.2
Over/Under Predicted								0.3	0.5	0.3	0.7
Program Effectiveness								+	+	+	+
Range for 0 (+/-)								0.3	0.3	0.3	0.4
LANGUAGE											
Number of Students								139	156	118	103
1990 Grade Equivalent								11.0	14.0	14.5	15.5
1991 Grade Equivalent								13.7	14.8	15.5	15.5
Gain								2.7	0.9	0.9	-0.1
Over/Under Predicted								0.6	0.6	0.7	0.5
Program Effectiveness								+	+	+	+
Range for 0 (+/-)								0.3	0.3	0.4	0.4
WORK STUDY											
Number of Students								141	159	118	102
1990 Grade Equivalent								10.7	15.1	16.8	17.2
1991 Grade Equivalent								14.7	16.4	17.8	17.7
Gain								4.0	1.3	0.9	0.5
Over/Under Predicted								0.7	0.4	0.6	0.8
Program Effectiveness								+	+	+	+
Range for 0 (+/-)								0.3	0.3	0.4	0.5

TAAS PERCENT MASTERING

Grade	3	5	7	9	11
WRITING					
Number of Students				170	120
Mastery Level				95	100
Academic Recognition				26	35
READING					
Number of Students				170	120
Mastery Level				97	100
Academic Recognition				65	74
MATHEMATICS					
Number of Students				167	120
Mastery Level				96	100
Academic Recognition				41	53
PASSING ALL TESTS TAKEN					
Number of Students				172	120
Mastery Level				91	100
Academic Recognition				13	20

KEY

ITBS = Iowa Tests of Basic Skills
TAP = Tests of Achievement and Proficiency
ROPE = Report On Program Effectiveness
* = Number of Students is Too Small for Analysis
+ = Positive Impact
- = Negative Impact
0 = No Impact
TAAS = Texas Assessment of Academic Skills

BEST COPY AVAILABLE

90.39

EXECUTIVE SUMMARY

SENIOR HIGH
GRADES 9-12

SCIENCE ACADEMY AT LBJ, 1990-91

GROUP CHARACTERISTICS:	
Number of students in this group:	591
Percent low income:	15
Percent minority:	32
Percent female:	44
Percent limited English proficient (LEP):	1
Percent overage for their grade:	6
Percent special education students:	0
Percent gifted/talented students:	100

Major Findings

TAP ACHIEVEMENT: The spring, 1991, Tests of Achievement and Proficiency (TAP) median percentile scores of program students were compared to the 1988 national norms.

Out of 8 comparisons, program students' scores were...	Reading	Mathematics
Above the national norm in	4	4
At the national norm in	0	0
Below the national norm in	0	0

TAP scores from spring, 1991, were compared to predicted levels of achievement by means of the Report on Program Effectiveness (ROPE) procedure.

Out of 16 comparisons, program students' scores...	Reading	Mathematics	Language	Work Study
Exceeded predicted levels in	3	4	4	4
Achieved predicted levels in	1	0	0	0
Were below predicted levels in	0	0	0	0
Were too few for analysis in	0	0	0	0

TAAS ACHIEVEMENT: Compared to the AISD averages in mathematics, reading, and writing, the percentages of program students mastering the TAAS at grades 9 and 11 (first-time test takers) were:

	Reading	Mathematics	Writing	All Tests Taken
Higher in	2	2	2	2
The same in	0	0	0	0
Lower in	0	0	0	0

Compared with the percentage of all AISD senior high students mastering all tests:

	The program rate was...	AISD	Program
Academic Mastery (all tests taken)	Higher	51%	95%
Academic Recognition (all 3 tests)	Higher	2%	16%

Compared with the percentage of senior high school students statewide mastering all three tests at the academic recognition level:

The program rate was...	State	Program
Higher	2%	16%

90.39

ATTENDANCE: Compared with the attendance rates for senior high districtwide:

	The program rate was...	AISD	Program
Fall, 1990	Higher	93.5%	97.3%
Spring, 1991	Higher	90.5%	96.3%

Compared to...	1990-91 program attendance was...
Program students in 1989-90	Fall: Higher Spring: The same

DISCIPLINE: Compared with the percentages of students involved in discipline incidents at the senior high level districtwide:

	The program rate was...	AISD	Program
Fall, 1990	Lower	4.1%	0.5%
Spring, 1991	Lower	4.2%	2.2%

Compared to...	1990-91 program discipline was...
Program students in 1989-90	Fall: Lower Spring: Higher

GRADES: Compared with the GPA's for all AISD senior high students:

	The program rate was...	AISD	Program
Fall, 1990	Higher	80.3	87.2
Spring, 1991	Higher	79.5	87.2

Compared to...	1990-91 program GPA was...
Program students in 1989-90	Fall: Higher Spring: Lower

RETAINEES/DROPOUTS: Comparing the percentage of program students recommended in spring, 1991, for retention the following year with all AISD senior high students:

The program rate was...	AISD	Program
Lower	6.1%	0.7%

Compared to the sixth six weeks dropout rate for senior high students for 1990-91:

The program rate was...	AISD	Program
Lower	9.7%	0.2%

Compared with the percentage of program students predicted to drop out:

The obtained rate was...	Predicted	Obtained
Lower	2.4%	0.0%

As a percentage of the dropout rate predicted for these students:

The program rate was...	Meaning that...
Less than 100%	The program did better than anticipated

File name:LR@NSF91

LIBERAL ARTS ACADEMY AT JOHNSTON

The Liberal Arts Academy at Johnston High School served high achieving gifted, creative and talented students through a curriculum which stressed intensive college preparation. The program was initiated at the start of the 1988-89 school year with grade 9 students only, with successive grades to be added each fall. Grade 10 students were added in 1989-90, and grade 11 students in 1990-91.

- Liberal Arts Academy students in grades 9 and 10 exceeded predicted levels of achievement in work-study skills, indicating a positive impact of the program.
- The program had no impact on students' achievement on other tests.
- Liberal Arts Academy students scored above the national norms on the TAP and mastered all three TAAS tests at the academic recognition level at higher rates than students in the District and State.
- Academy students' attendance surpassed the District rates for senior high school students; discipline rates were lower.
- Through the fifth six weeks of 1990-91, none (0%) of the Academy students had dropped out of school, compared to 8.4% of AISD high school students.

GENESYS PROGRAM DESCRIPTION

PROGRAM NAME: Liberal Arts Academy at Johnston, 1990-91

EVALUATION CONTACT: Vince Paredes

PROGRAM CONTACT: Clark Lyman

* FUNDING (LOCAL, STATE OR FEDERAL): Local

* BUDGET ALLOCATION: $379,688

* NUMBER OF CAMPUSES WITH PROGRAM: 1--Johnston High School Students from all public middle/junior highs, all attendance areas

* NUMBER OF STAFF: 13 staff

* ELIGIBILITY/STUDENTS SERVED:
1. ITBS Language and Reading Total
2. GPA--(middle/junior high)
3. Most recent grades
4. Application essay
5. Interview
6. Two or more teacher recommendations

Staff takes into account all of the above to place the student in LAA, science academy or honors courses.

* GRADES SERVED: 9, 10, 11 (3rd year of program). Eventually 9-12 (one grade per year will be added).

* SOURCE OF FILE: Roster with all in program as of June, 1991

* SUBJECT AREAS TAUGHT: 7-period academic day Foreign Language, LAA English, LAA Social Studies, Science, Mathematics, Health/PE, Selected electives (must be approved)--Band, Drama, Journalism, Dance, Debate

* PROGRAM FOCUS/GOALS/METHODS: The Liberal Arts Academy at Johnston High School provides gifted, creative, and talented students an accelerated academic program leading to an exceptionally strong perparation for college. It is expected that students will graduate at the end of four years with one year's college credit. Capable students and their LAA families are interested in general preparation in all liberal arts areas and special enrichment in the areas of foreign languages and the humanities. Additionally, the Liberal Arts Academy provides study trips, resourse speakers, and numerous cultural opportunities to its scholars on an ongoing basis.

90.39

GENESYS

GENeric Evaluation SYStem

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

EVALUATION SUMMARY

PROGRAM/GROUP: LIBERAL ARTS ACADEMY AT JOHNSTON, 1990-91 **PRINT DATE:** 07/31/91

DEMOGRAPHIC INDICATORS

Grade	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
# Students:											90	77	58	1	226

	Sex		Ethnicity			Low		Overage	Special	Gifted/
	Male	Female	Black	Hispanic	Other	Income	LEP	For Grade	Education	Talented
#	78	148	25	56	145	41	1	18	1	225
%	35	65	11	25	64	18	0	8	0	100

PROGRESS INDICATORS

		Attendance		Disciplined			Credits		# F's		# No Grades		GPA	
		Fall	Spring	Fall	Spring		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
90-91	#	225	226	2	1	#	225	226	225	226	225	226	225	226
	%	96.6	95.6	0.9	0.4	AVG	3.2	3.2	0.20	0.23	0.05	0.15	86.1	86.1
89-90	#	211	212	3	0	#	132	135	132	135	132	135	132	135
	%	97.3	95.8	1.3	0.0	AVG	3.3	3.3	0.14	0.17	0.08	0.01	86.9	87.2

DROPOUTS **RETAINEES**

6th **8 Weeks:** 0.0 **October:** **End of Year:** 0.9 **Beginning of Year:**
1991 1991 SPRING, 1991 FALL, 1991

PREDICTED and OBTAINED 1990-91 **DROPOUT RATES**

	Number of Students	Predicted Dropouts #	Predicted Dropouts Rate	Obtained Dropouts #	Obtained Dropouts Rate	Obtained as a % of Predicted
Fall, 1990	226	6	2.5	0	0.0	0.0
Spring, 1991						
Annual, 1991						

Definitions:

The PREDICTED DROPOUT RATE for a program/group is the sum of the dropout risk probability for each student in the group divided by the number of students in the group (N).

The DROPOUT RISK PROBABILITY for a student is based on the risk factor associated with the student's membership in one of 22 different risk categories. (The risk categories are detailed in the current GENESYS report.)

The RISK FACTOR for a given risk category is the percentage of students in that risk category who dropped out. Expressed as a rate, the risk factor is a two decimal-place numeral. For example, if 45.75% of the students in a particular risk category dropped out, the risk factor for a student in that category would be 45.75.

The OBTAINED DROPOUT RATE for a program/group is the actual percentage of students who dropped out.

The OBTAINED AS A % OF PREDICTED statistic is calculated by dividing the predicted rate by the obtained rate and multiplying by 100.

CONTINUED ON PAGE 2

BEST COPY AVAILABLE

90.39

ACHIEVEMENT INDICATORS

GENESYS

ITBS/TAP MEDIAN PERCENTILES,

Grade	1	2	3	4	5	6	7	8	9	10	11	12
Reading Comprehension									79	82	88	65
Number of Students									86	77	57	1
Mathematics Total									71	70	83	86
Number of Students									87	77	57	1
Composite									79	81	86	74
Number of Students									83	76	57	1

ROPE, SPRING 1990 TO SPRING 1991 MEAN GRADE EQUIVALENT

Grade	2	3	4	5	6	7	8	9	10	11	12
READING COMPREHENSION											
Number of Students								73	65	51	
1990 Grade Equivalent								10.6	14.1	16.1	
1991 Grade Equivalent								13.6	15.0	16.5	
Gain								2.9	0.9	0.3	
Over/Under Predicted								0.4	0.3	0.4	
Program Effectiveness								0	0	0	
Range for 0 (+/-)								0.4	0.5	0.6	
MATHEMATICS											
Number of Students								76	65	52	
1990 Grade Equivalent								9.5	12.8	14.6	
1991 Grade Equivalent								12.6	13.6	15.4	
Gain								3.0	0.8	0.7	
Over/Under Predicted								0.2	-.1	0.3	
Program Effectiveness								0	0	0	
Range for 0 (+/-)								0.3	0.4	0.5	
LANGUAGE											
Number of Students								75	64	52	
1990 Grade Equivalent								11.1	14.0	14.9	
1991 Grade Equivalent								13.3	14.4	15.2	
Gain								2.1	0.3	0.3	
Over/Under Predicted								0.0	0.3	0.1	
Program Effectiveness								0	0	0	
Range for 0 (+/-)								0.4	0.5	0.5	
WORK STUDY											
Number of Students								75	63	51	
1990 Grade Equivalent								10.3	13.8	16.1	
1991 Grade Equivalent								13.9	15.2	16.8	
Gain								3.6	1.4	0.7	
Over/Under Predicted								0.5	0.5	0.2	
Program Effectiveness								+	+	0	
Range for 0 (+/-)								0.4	0.5	0.6	

TAAS PERCENT MASTERING

Grade	3	5	7	9	11
WRITING					
Number of Students				88	49
Mastery Level				93	100
Academic Recognition				17	4
READING					
Number of Students				88	49
Mastery Level				100	100
Academic Recognition				63	76
MATHEMATICS					
Number of Students				89	49
Mastery Level				89	100
Academic Recognition				28	47
PASSING ALL TESTS TAKEN					
Number of Students				89	49
Mastery Level				84	100
Academic Recognition				8	2

KEY

ITBS = Iowa Tests of Basic Skills
TAP = Tests of Achievement and Proficiency
ROPE = Report On Program Effectiveness
* = Number of Students is Too Small for Analysis
+ = Positive Impact
- = Negative Impact
0 = No Impact
TAAS = Texas Assessment of Academic Skills

BEST COPY AVAILABLE

EXECUTIVE SUMMARY

SENIOR HIGH
GRADES 9-12

LIBERAL ARTS ACADEMY AT JOHNSTON, 1990-91

GROUP CHARACTERISTICS:	
Number of students in this group:	226
Percent low income:	18
Percent minority:	36
Percent female:	65
Percent limited English proficient(LEP):	0
Percent overage for their grade:	8
Percent special education students:	0
Percent gifted/talented students:	100

Major Findings

TAP ACHIEVEMENT: The spring, 1991, Tests of Achievement and Proficiency (TAP) median percentile scores of program students were compared to the 1988 national norms.

Out of 8 comparisons, program students' scores were...	Reading	Mathematics
Above the national norm in	4	4
At the national norm in	0	0
Below the national norm in	0	0

TAP scores from spring, 1991, were compared to predicted levels of achievement by means of the Report on Program Effectiveness (ROPE) procedure.

Out of 12 comparisons, program students' scores...	Reading	Mathematics	Language	Work Study
Exceeded predicted levels in	0	0	0	2
Achieved predicted levels in	3	3	3	1
Were below predicted levels in	0	0	0	0
Were too few for analysis in	0	0	0	0

TAAS ACHIEVEMENT: Compared to the AISD averages in mathematics, reading, and writing, the percentages of program students mastering the TAAS at grades 9 and 11 (first-time test takers) were:

	Reading	Mathematics	Writing	All Tests Taken
Higher in	2	2	2	2
The same in	0	0	0	0
Lower in	0	0	0	0

Compared with the percentage of all AISD senior high students mastering all tests:

	The program rate was...	AISD	Program
Academic Mastery (all tests taken)	Higher	51%	90%
Academic Recognition (all 3 tests)	Higher	2%	6%

Compared with the percentage of senior high school students statewide mastering all three tests at the academic recognition level:

The program rate was...	State	Program
Higher	2%	6%

ATTENDANCE: Compared with the attendance rates for senior high districtwide:

	The program rate was...	AISD	Program
Fall, 1990	Higher	93.5%	96.6%
Spring, 1991	Higher	90.5%	95.6%

Compared to...	1990-91 program attendance was...
Program students in 1989-90	Fall: Lower Spring: Lower

DISCIPLINE: Compared with the percentages of students involved in discipline incidents at the senior high level districtwide:

	The program rate was...	AISD	Program
Fall, 1990	Lower	4.1%	0.9%
Spring, 1991	Lower	4.2%	0.4%

Compared to...	1990-91 program discipline was...
Program students in 1989-90	Fall: Lower Spring: Higher

GRADES: Compared with the GPA's for all AISD senior high students:

	The program rate was...	AISD	Program
Fall, 1990	Higher	80.2	86.1
Spring, 1991	Higher	79.5	86.1

Compared to...	1990-91 program GPA was...
Program students in 1989-90	Fall: Lower Spring: Lower

RETAINEES/DROPOUTS: Comparing the percentage of program students recommended in spring, 1991, for retention the following year with all AISD senior high students:

The program rate was...	AISD	Program
Lower	6.1%	0.9%

Compared to the sixth six weeks dropout rate for senior high students for 1990-91:

The program rate was...	AISD	Program
Lower	9.7%	0.0%

Compared with the percentage of program students predicted to drop out:

The obtained rate was...	Predicted	Obtained
Lower	2.5%	0.0%

As a percentage of the dropout rate predicted for these students:

The program rate was...	Meaning that...
Less than 100%	The program did better than anticipated

File name:VP@LAA91

KEALING MAGNET SCHOOL

The Kealing Magnet School serves mathematics, computer technology, and science high achievers. The program also stresses academic development in other basic subjects.

- o ITBS achievement levels in the spring of 1991 exceeded national norms; gains from spring 1990 to spring 1991 were equal to or exceeded predicted levels for other high achievers districtwide.
- o Program students scored higher on all TAAS tests than AISD seventh-grade students districtwide.
- o Program students were involved in no (0%) discipline incidents in the fall and almost none in the spring, compared to AISD middle school/junior high rates of 5.5% and 6.6%, respectively.
- o Through the fifth six weeks of the 1990-91 school year, none (0%) of the Kealing Magnet students dropped out of school, while 2.7% of the District's middle school/junior high students had.

GENESYS PROGRAM DESCRIPTION

PROGRAM NAME: Kealing Magnet School

EVALUATION CONTACT: David Wilkinson

PROGRAM CONTACT: Selena Cash

* FUNDING (LOCAL, STATE OR FEDERAL): Local

* BUDGET ALLOCATION: $175,608

* NUMBER OF CAMPUSES WITH PROGRAM: Kealing Junior High

* NUMBER OF STAFF: 7 Kealing teachers assigned to magnet

* ELIGIBILITY/STUDENTS SERVED: 437 students
The academic qualifications include:

1. High standards on ITBS = Reading Comprehension %ile and Math Total %ile greater than or equal to 140;
2. High grades;
3. A high interest in science, math, or computer technology;
4. A high score on a hand-written essay to one of three questions related to contemporary science issues;
5. Teacher recommendations are also used to support the applicants' qualifications

* GRADES SERVED: 7th and 8th

* SOURCE OF FILE: Computer file as of January based on course number

* SUBJECT AREAS TAUGHT: Science, mathematics, and computers

* PROGRAM FOCUS/GOALS/METHODS: The program provides students with educational experiences which stress strong academic development in basic subject areas. A focus is computers as productivity tools and the methods of scientific inquiry. Students are given opportunities to develop personal skills in studying, organizing, communicating, cooperating, and test taking.

90.39

GENESYS

GENeric Evaluation SYStem

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

EVALUATION SUMMARY

PROGRAM/GROUP: KEALING MAGNET, 1990-91

PRINT DATE: 08/01/91

DEMOGRAPHIC INDICATORS

Grade	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
# Students:									226	211					437

	Sex		Ethnicity			Low		Overage	Special	Gifted/
	Male	Female	Black	Hispanic	Other	Income	LEP	For Grade	Education	Talented
#	231	206	55	58	324	60	1	16	4	437
%	53	47	13	13	74	14	0	4	1	100

PROGRESS INDICATORS

		Attendance		Disciplined			Credits		# F's		# No Grades		GPA	
		Fall	Spring	Fall	Spring		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
90-91	#	434	437	0	1	#			437	435			437	435
	%	97.3	96.4	0.0	0.2	AVG			0.23	0.41			86.7	86.0
89-90	#	410	408	4	0	#			320	318			320	318
	%	97.5	96.8	0.9	0.0	AVG			0.16	0.13			89.2	89.1

DROPOUTS

6th **6 Weeks:** 0.0
1991

October:
1991

RETAINEES

End of Year: 0.2
SPRING, 1991

Beginning of Year:
FALL, 1991

PREDICTED and OBTAINED 1990-91 **DROPOUT RATES**

	Number of Students	Predicted Dropouts #	Predicted Dropouts Rate	Obtained Dropouts #	Obtained Dropouts Rate	Obtained as a % of Predicted
Fall, 1990	437	5	1.2	0	0.0	0.0
Spring, 1991						
Annual, 1991						

Definitions:

The PREDICTED DROPOUT RATE for a program/group is the sum of the dropout risk probability for each student in the group divided by the number of students in the group (N).

The DROPOUT RISK PROBABILITY for a student is based on the risk factor associated with the student's membership in one of 22 different risk categories. (The risk categories are detailed in the current GENESYS report.)

The RISK FACTOR for a given risk category is the percentage of students in that risk category who dropped out. Expressed as a rate, the risk factor is a two decimal-place numeral. For example, if 45.75% of the students in a particular risk category dropped out, the risk factor for a student in that category would be 45.75.

The OBTAINED DROPOUT RATE for a program/group is the actual percentage of students who dropped out.

The OBTAINED AS A % OF PREDICTED statistic is calculated by dividing the predicted rate by the obtained rate and multiplying by 100.

CONTINUED ON PAGE 2

BEST COPY AVAILABLE

ACHIEVEMENT INDICATORS

GENESYS

ITBS/TAP MEDIAN PERCENTILES,

Grade	1	2	3	4	5	6	7	8	9	10	11	12
Reading Comprehension							82	89				
Number of Students							224	207				
Mathematics Total							86	87				
Number of Students							226	207				
Composite							86	90				
Number of Students							224	205				

ROPE, SPRING 1990 TO SPRING 1991 MEAN GRADE EQUIVALENT

Grade	2	3	4	5	6	7	8	9	10	11	12
READING COMPREHENSION											
Number of Students						198	193				
1990 Grade Equivalent						8.7	9.9				
1991 Grade Equivalent						9.8	11.1				
Gain						1.1	1.2				
Over/Under Predicted						0.2	0.1				
Program Effectiveness						+	0				
Range for 0 (+/-)						0.1	0.1				
MATHEMATICS											
Number of Students						200	194				
1990 Grade Equivalent						8.2	9.6				
1991 Grade Equivalent						9.3	10.5				
Gain						1.1	0.9				
Over/Under Predicted						0.2	0.1				
Program Effectiveness						+	+				
Range for 0 (+/-)						0.1	0.1				
LANGUAGE											
Number of Students						199	194				
1990 Grade Equivalent						8.6	10.1				
1991 Grade Equivalent						9.8	11.3				
Gain						1.1	1.2				
Over/Under Predicted						0.0	0.0				
Program Effectiveness						0	0				
Range for 0 (+/-)						0.1	0.1				
WORK STUDY											
Number of Students						198	191				
1990 Grade Equivalent						8.4	9.9				
1991 Grade Equivalent						9.6	11.0				
Gain						1.2	1.2				
Over/Under Predicted						0.2	0.1				
Program Effectiveness						+	+				
Range for 0 (+/-)						0.1	0.1				

TAAS PERCENT MASTERING

Grade	3	5	7	9	11
WRITING					
Number of Students			220		
Mastery Level			93		
Academic Recognition			15		
READING					
Number of Students			220		
Mastery Level			95		
Academic Recognition			55		
MATHEMATICS					
Number of Students			220		
Mastery Level			98		
Academic Recognition			45		
PASSING ALL TESTS TAKEN					
Number of Students			221		
Mastery Level			88		
Academic Recognition			9		

KEY

ITBS = Iowa Tests of Basic Skills
TAP = Tests of Achievement and Proficiency
ROPE = Report On Program Effectiveness
* = Number of Students is Too Small for Analysis
+ = Positive Impact
- = Negative Impact
0 = No Impact
TAAS = Texas Assessment of Academic Skills

BEST COPY AVAILABLE

EXECUTIVE SUMMARY

MIDDLE SCHOOL/JUNIOR HIGH
GRADES 7-8

KEALING MAGNET, 1990-91

GROUP CHARACTERISTICS:

Number of students in this group:	437
Percent low income:	14
Percent minority:	26
Percent female:	47
Percent limited English proficient (LEP):	0
Percent overage for their grade:	4
Percent special education students:	1
Percent gifted/talented students:	100

Major Findings

ITBS ACHIEVEMENT: The spring, 1991, Iowa Tests of Basic Skills (ITBS) median percentile scores of program students were compared to the 1988 national norms.

Out of 4 comparisons, program students' scores were...

	Reading	Mathematics
Above the national norm in	2	2
At the national norm in	0	0
Below the national norm in	0	0

ITBS scores from spring, 1991, were compared to predicted levels of achievement by means of the Report on Program Effectiveness (ROPE) procedure.

Out of 8 comparisons, program students' scores...

	Reading	Mathematics	Language	Work Study
Exceeded predicted levels in	1	2	0	2
Achieved predicted levels in	1	0	2	0
Were below predicted levels in	0	0	0	0
Were too few for analysis in	0	0	0	0

TAAS ACHIEVEMENT: Compared to the AISD averages in mathematics, reading, and writing, the percentages of program students mastering the TAAS at grade 7 were:

	Reading	Mathematics	Writing	All Tests Taken
Higher in	x	x	x	x
The same in				
Lower in				

Compared with the percentage of all AISD middle/junior high school students mastering all tests:

	The program rate was...	AISD	Program
Academic Mastery (all tests taken)	Higher	44%	88%
Academic Recognition (all 3 tests)	Higher	2%	8%

Compared with the percentage of middle/junior high school students statewide mastering all three tests at the academic recognition level:

The program rate was...	State	Program
Higher	2%	8%

ATTENDANCE: Compared with the attendance rates for middle school/junior high districtwide:

	The program rate was...	AISD	Program
Fall, 1990	Higher	94.8%	97.3%
Spring, 1991	Higher	92.7%	96.4%

Compared to...	1990-91 program attendance was...
Program students in 1989-90	Fall: Lower Spring: Lower

DISCIPLINE: Compared with the percentages of students involved in discipline incidents at the middle school/junior high level districtwide:

	The program rate was...	AISD	Program
Fall, 1990	Lower	5.5%	0.0%
Spring, 1991	Lower	6.6%	0.2%

Compared to...	1990-91 program discipline was...
Program students in 1989-90	Fall: Lower Spring: Higher

GRADES: Compared with the GPA's for all AISD middle school/junior high students:

	The program rate was...	AISD	Program
Fall, 1990	Higher	84.3	86.7
Spring, 1991	Higher	84.1	86.0

Compared to...	1990-91 program GPA was...
Program students in 1989-90	Fall: Lower Spring: Lower

RETAINEES/DROPOUTS: Comparing the percentage of program students recommended in spring, 1991, for retention the following year with all AISD middle school/junior high students:

The program rate was...	AISD	Program
Lower	3.7%	0.2%

Compared to the sixth six weeks dropout rate for middle school/junior high students for 1990-91:

The program rate was...	AISD	Program
Lower	3.4%	0.0%

Compared with the percentage of program students predicted to drop out:

The obtained rate was...	Predicted	Obtained
Lower	1.2%	0.0%

As a percentage of the dropout rate predicted for these students:

The program rate was...	Meaning that...
Less than 100%	The program did better than anticipated

File name:GE@KEAL

AIM HIGH

AIM High is the District's gifted and talented program at grades K-6. Generally, it appears to be having a positive effect on the students involved.

- ITBS achievement results are well above the national average in both reading and mathematics for elementary gifted students. Except for grade 6, achievement gains over a one-year period exceeded what would be predicted for high achievers in elementary.
- Higher percentages of elementary gifted students mastered the TAAS tests than did elementary student districtwide.
- Attendance rates for elementary gifted students exceeded AISD rates; their involvement in discipline incidents was lower.
- No AIM High students were recommended for retention the following year.

GENESYS PROGRAM DESCRIPTION

PROGRAM NAME: AIM High

EVALUATION CONTACT: David Wilkinson

PROGRAM CONTACT: Bobbie Sanders

- FUNDING (LOCAL, STATE OR FEDERAL): Local
- BUDGET ALLOCATION: 335,167
- NUMBER OF CAMPUSES WITH PROGRAM: 64
- NUMBER OF STAFF: 8

- ELIGIBILITY/STUDENTS SERVED: See the "AIM High Program Manual" for a description of identification procedures. Formal identification of students begins in kindergarten.

- GRADES SERVED: K-6 (AIM High only serves 6th graders in 13 elementary schools.)
- SOURCE OF FILE: Central computer file as of May, 1991

- SUBJECT AREAS TAUGHT: Language arts, mathematics, science, social studies, bilingual language arts

- PROGRAM FOCUS/GOALS/METHODS: AIM High is the District's gifted/talented program at the elementary level. The title of the program refers to the characteristics sought in gifted students (ability, interest, motivation). The program focuses on four basic subject areas--language arts, mathematics, science, and social studies. Continuity in curricula and teacher teaching across grades and schools is provided by the Office of Gifted Education, which also ensures uniform identification of students.

90.39

GENESYS
GENeric Evaluation SYStem

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

EVALUATION SUMMARY

PROGRAM/GROUP: GIFTED AND TALENTED STUDENTS, 1990-91, GRADES 2-6 PRINT DATE: 07/30/91

DEMOGRAPHIC INDICATORS

Grade	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
# Students:				835	1071	1338	1251	140							4635

	Sex		Ethnicity			Low		Overage	Special	Gifted/
	Male	Female	Black	Hispanic	Other	Income	LEP	For Grade	Education	Talented
#	2307	2328	453	1002	3180	1258	51	281	91	4634
%	50	50	10	22	69	27	1	6	2	100

PROGRESS INDICATORS

		Attendance		Disciplined			Credits		# F's		# No Grades		GPA	
		Fall	Spring	Fall	Spring		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
90-91	#	4630	4634	8	8	#								
	%	97.8	96.8	0.2	0.2	AVG								
89-90	#	4439	4458	2	6	#								
	%	97.3	97.0	0.0	0.1	AVG								

DROPOUTS N/A

5th 8 Weeks: 1991

October: 1991

RETAINEES

End of Year: 0.0 SPRING, 1991

Beginning of Year: FALL, 1991

PREDICTED and OBTAINED 1990-91 DROPOUT RATES

	Number of Students	Predicted Dropouts #	Predicted Dropouts Rate	Obtained Dropouts #	Obtained Dropouts Rate	Obtained as a % of Predicted
Fall, 1990						
Spring, 1991						
Annual, 1991						

Definitions:

The PREDICTED DROPOUT RATE for a program/group is the sum of the dropout risk probability for each student in the group divided by the number of students in the group (N).

The DROPOUT RISK PROBABILITY for a student is based on the risk factor associated with the student's membership in one of 22 different risk categories. (The risk categories are detailed in the current GENESYS report.)

The RISK FACTOR for a given risk category is the percentage of students in that risk category who dropped out. Expressed as a rate, the risk factor is a two decimal-place numeral. For example, if 45.75% of the students in a particular risk category dropped out, the risk factor for a student in that category would be 45.75.

The OBTAINED DROPOUT RATE for a program/group is the actual percentage of students who dropped out.

The OBTAINED AS A % OF PREDICTED statistic is calculated by dividing the predicted rate by the obtained rate and multiplying by 100.

CONTINUED ON PAGE 2

BEST COPY AVAILABLE

ACHIEVEMENT INDICATORS

GENESYS

ITBS/TAP MEDIAN PERCENTILES,

Grade	1	2	3	4	5	6	7	8	9	10	11	12
Reading Comprehension		86	79	76	78	79						
Number of Students		828	1050	1313	1228	139						
Mathematics Total		93	86	88	85	83						
Number of Students		830	1052	1315	1231	139						
Composite		92	87	85	84	83						
Number of Students		826	1046	1307	1224	138						

ROPE, SPRING 1990 TO SPRING 1991 MEAN GRADE EQUIVALENT

Grade	2	3	4	5	6	7	8	9	10	11	12
READING COMPREHENSION											
Number of Students	724	926	1172	1084	124						
1990 Grade Equivalent	2.9	4.2	4.9	6.1	7.4						
1991 Grade Equivalent	4.2	4.9	6.0	7.2	8.5						
Gain	1.3	0.7	1.1	1.1	1.1						
Over/Under Predicted	0.2	0.1	0.1	0.2	0.1						
Program Effectiveness	+	+	+	+	O						
Range for O (+/-)	0.1	0.0	0.0	0.0	0.2						
MATHEMATICS											
Number of Students	735	933	1169	1086	125						
1990 Grade Equivalent	3.0	4.1	4.8	5.9	7.4						
1991 Grade Equivalent	4.2	4.9	6.0	7.2	8.1						
Gain	1.2	0.8	1.2	1.3	0.7						
Over/Under Predicted	0.1	0.1	0.1	0.1	-.1						
Program Effectiveness	+	+	+	+	-						
Range for O (+/-)	0.0	0.0	0.0	0.0	0.1						
LANGUAGE											
Number of Students			1180	1090	125						
1990 Grade Equivalent			5.4	6.2	7.8						
1991 Grade Equivalent			6.4	7.5	8.8						
Gain			0.9	1.3	1.0						
Over/Under Predicted			0.2	0.1	0.0						
Program Effectiveness			+	+	O						
Range for O (+/-)			0.0	0.0	0.1						
WORK STUDY											
Number of Students			1169	1089	126						
1990 Grade Equivalent			4.9	6.0	7.3						
1991 Grade Equivalent			6.1	7.1	8.3						
Gain			1.2	1.1	1.0						
Over/Under Predicted			0.2	0.2	0.1						
Program Effectiveness			+	+	O						
Range for O (+/-)			0.0	0.0	0.1						

TAAS PERCENT MASTERING

Grade	3	5	7	9	11
WRITING					
Number of Students	1048	1215			
Mastery Level	88	95			
Academic Recognition	9	14			
READING					
Number of Students	1044	1220			
Mastery Level	98	93			
Academic Recognition	78	67			
MATHEMATICS					
Number of Students	1042	1221			
Mastery Level	100	94			
Academic Recognition	72	48			
PASSING ALL TESTS TAKEN					
Number of Students	1056	1233			
Mastery Level	87	88			
Academic Recognition	7	9			

KEY

ITBS = Iowa Tests of Basic Skills
TAP = Tests of Achievement and Proficiency
ROPE = Report On Program Effectiveness
• = Number of Students is Too Small for Analysis
+ = Positive Impact
- = Negative Impact
O = No Impact
TAAS = Texas Assessment of Academic Skills

BEST COPY AVAILABLE

EXECUTIVE SUMMARY

ELEMENTARY
GRADES 2-6

GIFTED AND TALENTED STUDENTS, 1990-91, GRADES 2-6

GROUP CHARACTERISTICS:	
Number of students in this group:	4635
Percent low income:	27
Percent minority:	31
Percent female:	50
Percent limited English proficient(LEP):	1
Percent overage for their grade:	6
Percent special education students:	2
Percent gifted/talented students:	100

Major Findings

ITBS ACHIEVEMENT: The spring, 1991, Iowa Tests of Basic Skills (ITBS) median percentile scores of program students were compared to the 1988 national norms.

Out of 10 comparisons, program students' scores were...	Reading	Mathematics
Above the national norm in	5	5
At the national norm in	0	0
Below the national norm in	0	0

ITBS scores from spring, 1991, were compared to predicted levels of achievement by means of the Report on Program Effectiveness (ROPE) procedure.

Out of 16 comparisons, program students' scores...	Reading	Mathematics	Language	Work Study
Exceeded predicted levels in	4	4	2	2
Achieved predicted levels in	1	0	1	1
Were below predicted levels in	0	1	0	0
Were too few for analysis in	0	0	0	0

TAAS ACHIEVEMENT: Compared to the AISD averages in mathematics, reading, and writing, the percentages of program students mastering the TAAS at grades 3 and 5 were:

	Reading	Mathematics	Writing	All Tests Taken
Higher in	2	2	2	2
The same in	0	0	0	0
Lower in	0	0	0	0

Compared with the percentage of all AISD elementary students mastering all tests:

	The program rate was...	AISD	Program
Academic Mastery (all tests taken)	Higher	57%	88%
Academic Recognition (all 3 tests)	Higher	3%	7%

Compared with the percentage of elementary students statewide mastering all three tests with academic recognition:

The program rate was...	State	Program
Higher	3%	7%

ATTENDANCE: Compared with the attendance rates for elementary students districtwide:

	The program rate was...	AISD	Program
Fall, 1990	Higher	96.7%	97.8%
Spring, 1991	Higher	95.5%	96.8%

Compared to...	1990-91 program attendance was...
Program students in 1989-90	Fall: Higher Spring: Lower

DISCIPLINE: Compared with the percentages of students involved in discipline incidents at the elementary level districtwide:

	The program rate was...	AISD	Program
Fall, 1990	Lower	0.2%	0.2%
Spring, 1991	Lower	0.3%	0.2%

Compared to...	1990-91 program discipline was...
Program students in 1989-90	Fall: Higher Spring: Higher

RETAINEES: Comparing the percentage of program students recommended in spring, 1991, for retention the following year with all AISD elementary students:

The program rate was...	AISD	Program
Lower	0.7%	0.0%

File name: UCC.EVGENGT.EL91

SECONDARY HONORS PROGRAM

The Secondary Honors Program is the District's gifted and talented program at the secondary level. Large percentages of AISD middle/junior high and high school students take honors courses.

- Secondary Honors students scored well above national norms on the ITBS and TAP in spring, 1991; gains from spring, 1990 to spring, 1991 exceeded predicted levels for other high achievers districtwide at all grades 6-12 in reading; mathematics, language and work-study.

- Honors students mastered all three TAAS tests at the academic recognition level at higher rates than students in the District and State.

- Attendance rates for Secondary Honor students were higher than the District's overall rate for secondary students; their involvement in discipline incidents was lower.

- Almost no honors students dropped out of school through the fifth six weeks of 1990-91; the retention rate for program students was much lower than the districtwide rate for secondary students.

GENESYS PROGRAM DESCRIPTION

PROGRAM NAME: Secondary Honors Program

EVALUATION CONTACT: David Wilkinson

PROGRAM CONTACT: Al Suttles

* FUNDING (LOCAL, STATE OR FEDERAL): Local

* BUDGET ALLOCATION: The Honors Program is supported through instructional support lines in the budget.

* NUMBER OF CAMPUSES WITH PROGRAM: 23

* NUMBER OF STAFF: 1 central administrator, instructional coordinators, and regular campus staff assigned

* ELIGIBILITY/STUDENTS SERVED: Students in middle/junior high or high school taking one or more honors courses

* GRADES SERVED: 6-12

* SOURCE OF FILE: Students Grade Reporting (SGR) file as of May, 1991

* SUBJECT AREAS TAUGHT: English/language arts, science, mathematics, and social studies; computer science and foreign language at high school only

* PROGRAM FOCUS/GOALS/METHODS: A student in an honors course with:
  Function at higher skill levels
  Analyze more complex data to solve problems
  Cover material in greater depth
  Read at a higher level of comprehension
  Write with more independent self-initiated learning
  Place emphasis on the quality of learning activities
  rather than the quantity

90.39

GENESYS

GENeric Evaluation SYStem

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

EVALUATION SUMMARY

PROGRAM/GROUP: GIFTED AND TALENTED STUDENTS, 1990-91, GRADES 6-8 **PRINT DATE:** 08/02/91

DEMOGRAPHIC INDICATORS

Grade	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
# Students:								1004	1405	1405					3837

	Sex		Ethnicity			Low		Overage	Special	Gifted/
	Male	Female	Black	Hispanic	Other	Income	LEP	For Grade	Education	Talented
#	1780	2057	436	664	2737	687	15	188	30	3837
%	46	54	11	17	71	18	0	5	1	100

PROGRESS INDICATORS

		Attendance		Disciplined			Credits		# F's		# No Grades		GPA	
		Fall	Spring	Fall	Spring		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
90-91	#	3821	3837	37	58	#			3811	3785			3811	3785
	%	97.1	95.7	1.0	1.5	AVG			0.11	0.19			89.5	89.0
89-90	#	3503	3528	25	24	#			2366	2359			2366	2360
	%	97.3	96.7	0.7	0.6	AVG			0.07	0.08			90.1	89.8

DROPOUTS

6th **6 Weeks:** 0.2 **October:**
1991 1991

RETAINEES

End of Year: 0.4 **Beginning of Year:**
SPRING, 1991 FALL, 1991

PREDICTED and OBTAINED 1990-91 **DROPOUT RATES**

	Number of Students	Predicted Dropouts #	Predicted Dropouts Rate	Obtained Dropouts #	Obtained Dropouts Rate	Obtained as a % of Predicted
Fall, 1990	2833	34	1.2	0	0.0	0.0
Spring, 1991						
Annual, 1991						

Definitions:

The PREDICTED DROPOUT RATE for a program/group is the sum of the dropout risk probability for each student in the group divided by the number of students in the group (N).

The DROPOUT RISK PROBABILITY for a student is based on the risk factor associated with the student's membership in one of 22 different risk categories. (The risk categories are detailed in the current GENESYS report.)

The RISK FACTOR for a given risk category is the percentage of students in that risk category who dropped out. Expressed as a rate, the risk factor is a two decimal-place numeral. For example, if 45.75% of the students in a particular risk category dropped out, the risk factor for a student in that category would be 45.75.

The OBTAINED DROPOUT RATE for a program/group is the actual percentage of students who dropped out.

The OBTAINED AS A % OF PREDICTED statistic is calculated by dividing the predicted rate by the obtained rate and multiplying by 100.

CONTINUED ON PAGE 2

BEST COPY AVAILABLE

ACHIEVEMENT INDICATORS

GENESYS

ITBS/TAP MEDIAN PERCENTILES,

Grade	1	2	3	4	5	6	7	8	9	10	11	12
Reading Comprehension						76	76	80				
Number of Students						991	1389	1386				
Mathematics Total						82	77	76				
Number of Students						991	1389	1379				
Composite						82	81	82				
Number of Students						987	1383	1370				

ROPE, SPRING 1990 TO SPRING 1991 MEAN GRADE EQUIVALENT

Grade	2	3	4	5	6	7	8	9	10	11	12
READING COMPREHENSION											
Number of Students					862	1197	1248				
1990 Grade Equivalent					7.2	8.2	9.3				
1991 Grade Equivalent					8.2	9.4	10.5				
Gain					1.0	1.2	1.2				
Over/Under Predicted					0.2	0.2	0.1				
Program Effectiveness					+	+	+				
Range for 0 (+/-)					0.1	0.1	0.1				
MATHEMATICS											
Number of Students					860	1196	1243				
1990 Grade Equivalent					7.1	8.0	9.0				
1991 Grade Equivalent					8.1	9.0	9.9				
Gain					1.0	1.0	0.9				
Over/Under Predicted					0.1	0.1	0.1				
Program Effectiveness					+	+	+				
Range for 0 (+/-)					0.0	0.0	0.0				
LANGUAGE											
Number of Students					863	1191	1243				
1990 Grade Equivalent					7.5	8.4	9.6				
1991 Grade Equivalent					8.6	9.7	10.8				
Gain					1.1	1.3	1.2				
Over/Under Predicted					0.2	0.1	0.1				
Program Effectiveness					+	+	+				
Range for 0 (+/-)					0.0	0.0	0.0				
WORK STUDY											
Number of Students					865	1198	1247				
1990 Grade Equivalent					7.1	8.1	9.2				
1991 Grade Equivalent					8.2	9.3	10.4				
Gain					1.1	1.2	1.2				
Over/Under Predicted					0.3	0.2	0.1				
Program Effectiveness					+	+	+				
Range for 0 (+/-)					0.1	0.1	0.0				

TAAS PERCENT MASTERING

Grade	3	5	7	9	11
WRITING					
Number of Students			1349		
Mastery Level			92		
Academic Recognition			12		
READING					
Number of Students			1362		
Mastery Level			93		
Academic Recognition			48		
MATHEMATICS					
Number of Students			1361		
Mastery Level			93		
Academic Recognition			39		
PASSING ALL TESTS TAKEN					
Number of Students			1374		
Mastery Level			83		
Academic Recognition			6		

KEY

ITBS = Iowa Tests of Basic Skills
TAP = Tests of Achievement and Proficiency
ROPE = Report On Program Effectiveness
* = Number of Students is Too Small for Analysis
+ = Positive Impact
- = Negative Impact
0 = No Impact
TAAS = Texas Assessment of Academic Skills

BEST COPY AVAILABLE

EXECUTIVE SUMMARY

MIDDLE SCHOOL/JUNIOR HIGH
GRADES 6-8

GIFTED AND TALENTED STUDENTS, 1990-91, GRADES 6-8

GROUP CHARACTERISTICS:	
Number of students in this group:	3837
Percent low income:	18
Percent minority:	29
Percent female:	54
Percent limited English proficient (LEP):	0
Percent overage for their grade:	5
Percent special education students:	1
Percent gifted/talented students:	100

Major Findings

ITBS ACHIEVEMENT: The spring, 1991, Iowa Tests of Basic Skills (ITBS) median percentile scores of program students were compared to the 1988 national norms.

Out of 6 comparisons, program students' scores were...	Reading	Mathematics
Above the national norm in	3	3
At the national norm in	0	0
Below the national norm in	0	0

ITBS scores from spring, 1991, were compared to predicted levels of achievement by means of the Report on Program Effectiveness (ROPE) procedure.

Out of 20 comparisons, program students' scores...	Reading	Mathematics	Language	Work Study
Exceeded predicted levels in	3	3	3	3
Achieved predicted levels in	0	0	0	0
Were below predicted levels in	0	0	0	0
Were too few for analysis in	2	2	2	2

TAAS ACHIEVEMENT: Compared to the AISD averages in mathematics, reading, and writing, the percentages of program students mastering the TAAS at grade 7 were:

	Reading	Mathematics	Writing	All Tests Taken
Higher in	x	x	x	x
The same in				
Lower in				

Compared with the percentage of all AISD middle/junior high school students mastering all tests:

	The program rate was...	AISD	Program
Academic Mastery (all tests taken)	Higher	44%	83%
Academic Recognition (all 3 tests)	Higher	2%	5%

Compared with the percentage of middle/junior high school students statewide mastering all three tests at the academic recognition level:

The program rate was...	State	Program
Higher	2%	5%

ATTENDANCE: Compared with the attendance rates for middle school/junior high districtwide:

	The program rate was...	AISD	Program
Fall, 1990	Higher	94.8%	97.1%
Spring, 1991	Higher	92.7%	95.7%

Compared to...	1990-91 program attendance was...
Program students in 1989-90	Fall: Lower Spring: Lower

DISCIPLINE: Compared with the percentages of students involved in discipline incidents at the middle school/junior high level districtwide:

	The program rate was...	AISD	Program
Fall, 1990	Lower	5.5%	1.0%
Spring, 1991	Lower	6.6%	1.5%

Compared to...	1990-91 program discipline was...
Program students in 1989-90	Fall: Higher Spring: Higher

GRADES: Compared with the GPA's for all AISD middle school/junior high students:

	The program rate was...	AISD	Program
Fall, 1990	Higher	84.3	89.5
Spring, 1991	Higher	84.1	89.0

Compared to...	1990-91 program GPA was...
Program students in 1989-90	Fall: Lower Spring: Lower

RETAINEES/DROPOUTS: Comparing the percentage of program students recommended in spring, 1991, for retention the following year with all AISD middle school/junior high students:

The program rate was...	AISD	Program
Lower	3.7%	0.4%

Compared to the sixth six weeks dropout rate for middle school/junior high students for 1990-91:

The program rate was...	AISD	Program
Lower	3.4%	0.2%

Compared with the percentage of program students predicted to drop out:

The obtained rate was...	Predicted	Obtained
Lower	1.2%	0.0%

As a percentage of the dropout rate predicted for these students:

The program rate was...	Meaning that...
Less than 100%	The program did better than anticipated

File name: UCC.EVGENGT.JR91

90.39

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

GENESYS

GENeric Evaluation SYStem

EVALUATION SUMMARY

PROGRAM/GROUP: GIFTED AND TALENTED STUDENTS, 1990-91, GRADES 9-12 **PRINT DATE:** 08/01/91

DEMOGRAPHIC INDICATORS

Grade	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
# Students:											1354	1400	1312	1175	5241

	Sex		Ethnicity			Low		Overage	Special	Gifted/
	Male	Female	Black	Hispanic	Other	Income	LEP	For Grade	Education	Talented
#	2333	2908	580	987	3674	610	57	411	42	5241
%	45	55	11	19	70	12	1	8	1	100

PROGRESS INDICATORS

		Attendance		Disciplined			Credits		# F's		# No Grades		GPA	
		Fall	Spring	Fall	Spring		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
90-91	#	5185	5218	36	79	#	5218	5185	5218	5185	5218	5185	5211	5171
	%	96.5	95.1	0.7	1.5	AVG	2.9	2.8	0.25	0.26	0.04	0.18	86.2	86.0
89-90	#	4789	4848	38	41	#	3874	3884	3874	3884	3874	3884	3873	3883
	%	97.2	96.3	0.7	0.8	AVG	3.0	3.0	0.16	0.18	0.01	0.02	86.6	86.5

DROPOUTS **RETAINEES**

6th 6 Weeks: 0.6 October: End of Year: 1.4 Beginning of Year:
1991 1991 SPRING, 1991 FALL, 1991

PREDICTED and OBTAINED 1990-91 **DROPOUT RATES**

	Number of Students	Predicted Dropouts #	Predicted Dropouts Rate	Obtained Dropouts #	Obtained Dropouts Rate	Obtained as a % of Predicted
Fall, 1990	5241	131	2.5	0	0.0	0.0
Spring, 1991						
Annual, 1991						

Definitions:

The PREDICTED DROPOUT RATE for a program/group is the sum of the dropout risk probability for each student in the group divided by the number of students in the group (N).

The DROPOUT RISK PROBABILITY for a student is based on the risk factor associated with the student's membership in one of 22 different risk categories. (The risk categories are detailed in the current GENESYS report.)

The RISK FACTOR for a given risk category is the percentage of students in that risk category who dropped out. Expressed as a rate, the risk factor is a two decimal-place numeral. For example, if 45.75% of the students in a particular risk category dropped out, the risk factor for a student in that category would be 45.75.

The OBTAINED DROPOUT RATE for a program/group is the actual percentage of students who dropped out.

The OBTAINED AS A % OF PREDICTED statistic is calculated by dividing the predicted rate by the obtained rate and multiplying by 100.

CONTINUED ON PAGE 2

BEST COPY AVAILABLE

ACHIEVEMENT INDICATORS

GENESYS

ITBS/TAP MEDIAN PERCENTILES,

Grade	1	2	3	4	5	6	7	8	9	10	11	12
Reading Comprehension									78	80	78	73
Number of Students									1284	1358	1253	1084
Mathematics Total									75	79	81	76
Number of Students									1288	1356	1252	1088
Composite									80	80	80	73
Number of Students									1262	1330	1223	1044

ROPE, SPRING 1990 TO SPRING 1991 MEAN GRADE EQUIVALENT

Grade	2	3	4	5	6	7	8	9	10	11	12
READING COMPREHENSION											
Number of Students								1061	1192	1096	966
1990 Grade Equivalent								10.5	13.9	15.2	15.8
1991 Grade Equivalent								13.3	14.8	15.6	15.7
Gain								2.9	0.9	0.4	-0.0
Over/Under Predicted								0.4	0.3	0.3	0.4
Program Effectiveness								+	+	+	+
Range for 0 (+/-)								0.1	0.1	0.1	0.1
MATHEMATICS											
Number of Students								1067	1194	1103	971
1990 Grade Equivalent								9.8	13.3	14.8	15.5
1991 Grade Equivalent								13.1	14.6	15.5	15.5
Gain								3.3	1.3	0.7	-0.0
Over/Under Predicted								0.3	0.2	0.3	0.3
Program Effectiveness								+	+	+	+
Range for 0 (+/-)								0.1	0.1	0.1	0.1
LANGUAGE											
Number of Students								1069	1193	1099	977
1990 Grade Equivalent								10.9	13.5	14.0	14.7
1991 Grade Equivalent								13.2	14.0	14.6	14.5
Gain								2.3	0.5	0.6	-0.2
Over/Under Predicted								0.4	0.3	0.3	0.3
Program Effectiveness								+	+	+	+
Range for 0 (+/-)								0.1	0.1	0.1	0.1
WORK STUDY											
Number of Students								1066	1166	1091	959
1990 Grade Equivalent								10.4	14.2	15.7	16.0
1991 Grade Equivalent								13.9	15.5	16.5	16.3
Gain								3.5	1.4	0.8	0.4
Over/Under Predicted								0.4	0.3	0.2	0.4
Program Effectiveness								+	+	+	+
Range for 0 (+/-)								0.1	0.1	0.1	0.2

TAAS PERCENT MASTERING

Grade	3	5	7	9	11
WRITING					
Number of Students				1293	1010
Mastery Level				88	100
Academic Recognition				10	10
READING					
Number of Students				1293	1010
Mastery Level				98	100
Academic Recognition				59	64
MATHEMATICS					
Number of Students				1294	1009
Mastery Level				90	100
Academic Recognition				28	39
PASSING ALL TESTS TAKEN					
Number of Students				1309	1010
Mastery Level				82	100
Academic Recognition				5	5

KEY

ITBS = Iowa Tests of Basic Skills
TAP = Tests of Achievement and Proficiency
ROPE = Report On Program Effectiveness
* = Number of Students is Too Small for Analysis
+ = Positive Impact
- = Negative Impact
O = No Impact
TAAS = Texas Assessment of Academic Skills

BEST COPY AVAILABLE

EXECUTIVE SUMMARY

SENIOR HIGH
GRADES 9-12

GIFTED AND TALENTED STUDENTS, 1990-91

GROUP CHARACTERISTICS:	
Number of students in this group:	5241
Percent low income:	12
Percent minority:	30
Percent female:	55
Percent limited English proficient(LEP):	1
Percent overage for their grade:	8
Percent special education students:	1
Percent gifted/talented students:	100

Major Findings

TAP ACHIEVEMENT: The spring, 1991, Tests of Achievement and Proficiency (TAP) median percentile scores of program students were compared to the 1988 national norms.

Out of 8 comparisons, program students' scores were...	Reading	Mathematics
Above the national norm in	4	4
At the national norm in	0	0
Below the national norm in	0	0

TAP scores from spring, 1991, were compared to predicted levels of achievement by means of the Report on Program Effectiveness (ROPE) procedure.

Out of 16 comparisons, program students' scores...	Reading	Mathematics	Language	Work Study
Exceeded predicted levels in	4	4	4	4
Achieved predicted levels in	0	0	0	0
Were below predicted levels in	0	0	0	0
Were too few for analysis in	0	0	0	0

TAAS ACHIEVEMENT: Compared to the AISD averages in mathematics, reading, and writing, the percentages of program students mastering the TAAS at grades 9 and 11 (first-time test takers) were:

	Reading	Mathematics	Writing	All Tests Taken
Higher in	2	2	2	2
The same in	0	0	0	0
Lower in	0	0	0	0

Compared with the percentage of all AISD senior high students mastering all tests:

	The program rate was...	AISD	Program
Academic Mastery (all tests taken)	Higher	51%	90%
Academic Recognition (all 3 tests)	Higher	2%	5%

Compared with the percentage of senior high school students statewide mastering all three tests at the academic recognition level:

The program rate was...	State	Program
Higher	2%	5%

ATTENDANCE: Compared with the attendance rates for senior high districtwide:

	The program rate was...	AISD	Program
Fall, 1990	Higher	93.5%	96.5%
Spring, 1991	Higher	90.5%	95.1%

Compared to...	1990-91 program attendance was...
Program students in 1989-90	Fall: Lower Spring: Lower

DISCIPLINE: Compared with the percentages of students involved in discipline incidents at the senior high level districtwide:

	The program rate was...	AISD	Program
Fall, 1990	Lower	4.1%	0.7%
Spring, 1991	Lower	4.2%	1.5%

Compared to...	1990-91 program discipline was...
Program students in 1989-90	Fall: Lower Spring: Higher

GRADES: Compared with the GPA's for all AISD senior high students:

	The program rate was...	AISD	Program
Fall, 1990	Higher	80.3	86.2
Spring, 1991	Higher	79.5	86.0

Compared to...	1990-91 program GPA was...
Program students in 1989-90	Fall: Lower Spring: Lower

RETAINEES/DROPOUTS: Comparing the percentage of program students recommended in spring, 1991, for retention the following year with all AISD senior high students:

The program rate was...	AISD	Program
Lower	6.1%	1.4%

Compared to the sixth six weeks dropout rate for senior high students for 1990-91:

The program rate was...	AISD	Program
Lower	9.7%	0.6%

Compared with the percentage of program students predicted to drop out:

The obtained rate was...	Predicted	Obtained
Lower	2.5%	0.0%

As a percentage of the dropout rate predicted for these students:

The program rate was...	Meaning that...
Less than 100%	The program did better than anticipated

File name: UCC.EVGENGT.SR91

BILINGUAL/ESL PROGRAMS

Language instruction is provided to the District's limited-English-proficient (LEP) students mainly through two basic programs--bilingual education and English as a Second Language (ESL).

- LEP students score below national norms on the ITBS and TAP. Gains from spring 1990 to spring 1991 were generally equal to predicted levels (compared to similar students districtwide).
- Compared with the attendance rates for students districtwide, LEP students served in the bilingual program attended school at lower rates (except in spring 1991 at the elementary level).
- LEP students' discipline rates were lower than the percentages of students disciplined districtwide at the elementary level, but were higher at the secondary level (except in spring 1991 at the high school level).
- Higher percentages of LEP students were recommended for retention in the next school year than were AISD students districtwide.
- Compared with the dropout rates for secondary students districtwwide, lower percentages of LEP students dropped out through the fifth six weeks of 1990-91.

GENESYS PROGRAM DESCRIPTION

PROGRAM NAME: Bilingual/ESL Programs

EVALUATION CONTACT: David Wilkinson

PROGRAM CONTACT: Nilda Garcia

* FUNDING (LOCAL, STATE OR FEDERAL): Local

* BUDGET ALLOCATION: $891,118

* NUMBER OF CAMPUSES WITH PROGRAM: All elementary and secondary schools

* NUMBER OF STAFF: 8.5 central staff and regular campus staff

* ELIGIBILITY/STUDENTS SERVED: Students identified as limited-English-proficient (LEP) and are presently being served by a bilingually or ESL-endorsed teacher.

* GRADES SERVED: Pre-K through 12 (6th graders are served at both the elementary and secondary levels).

* SOURCE OF FILE: LANG computer file as of January, 1991

* SUBJECT AREAS TAUGHT: Bilingual instruction in major content areas for Hispanic and Vietnamese students; ESL instruction in language arts for all language groups; Language Arts Mastery Process (LAMP) at elementary campuses; modified insruction to meet individual student needs; and services through special education.

* PROGRAM FOCUS/GOALS/METHODS: Goal is to improve the instructional program for LEP students through quality instructional materials, supervision, and inservice training of teachers.

90.39

GENESYS

GENeric Evaluation SYStem

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

EVALUATION SUMMARY

PROGRAM/GROUP: SERVED LEP STUDENTS, 1990-91, GRADES K-6 **PRINT DATE:** 07/30/91

DEMOGRAPHIC INDICATORS

Grade	**PK**	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**TOTAL**
# Students:	623	670	754	687	537	426	372	65							4143

	Sex		**Ethnicity**			**Low**		**Overage**	**Special**	**Gifted/**
	Male	**Female**	**Black**	**Hispanic**	**Other**	**Income**	**LEP**	**For Grade**	**Education**	**Talented**
#	2139	1995	24	3742	368	3775	4106	874	453	59
%	52	48	1	91	9	91	99	21	11	1

PROGRESS INDICATORS

		Attendance		**Disciplined**			**Credits**		**# F's**		**# No Grades**		**GPA**	
		Fall	**Spring**	**Fall**	**Spring**		**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
90-91	#	3999	4141	6	8	#								
	%	96.4	95.8	0.1	0.2	AVG								
89-90	#	2365	2434	2	4	#								
	%	96.3	96.3	0.0	0.1	AVG								

DROPOUTS N/A

5th **6 Weeks:** 1991

October: 1991

RETAINEES

End of Year: 1.8 SPRING, 1991

Beginning of Year: FALL, 1991

PREDICTED and OBTAINED 1990-91 **DROPOUT RATES**

	Number of Students	**Predicted Dropouts #**	**Predicted Dropouts Rate**	**Obtained Dropouts #**	**Obtained Dropouts Rate**	**Obtained as a % of Predicted**
Fall, 1990						
Spring, 1991						
Annual, 1991						

Definitions:

The PREDICTED DROPOUT RATE for a program/group is the sum of the dropout risk probability for each student in the group divided by the number of students in the group (N).

The DROPOUT RISK PROBABILITY for a student is based on the risk factor associated with the student's membership in one of 22 different risk categories. (The risk categories are detailed in the current GENESYS report.)

The RISK FACTOR for a given risk category is the percentage of students in that risk category who dropped out. Expressed as a rate, the risk factor is a two decimal-place numeral. For example, if 45.75% of the students in a particular risk category dropped out, the risk factor for a student in that category would be 45.75.

The OBTAINED DROPOUT RATE for a program/group is the actual percentage of students who dropped out.

The OBTAINED AS A % OF PREDICTED statistic is calculated by dividing the predicted rate by the obtained rate and multiplying by 100.

CONTINUED ON PAGE 2

BEST COPY AVAILABLE

ACHIEVEMENT INDICATORS

GENESYS

ITBS/TAP MEDIAN PERCENTILES,

Grade	1	2	3	4	5	6	7	8	9	10	11	12
Reading Comprehension	23	20	22	14	13	11						
Number of Students	445	468	397	331	272	49						
Mathematics Total	33	44	26	23	24	19						
Number of Students	545	522	408	343	287	49						
Composite	25	22	25	16	16	8						
Number of Students	428	450	378	329	268	49						

ROPE, SPRING 1990 TO SPRING 1991 MEAN GRADE EQUIVALENT

Grade	2	3	4	5	6	7	8	9	10	11	12
READING COMPREHENSION											
Number of Students	102	86	76	82	17						
1990 Grade Equivalent	1.1	2.0	2.6	3.2	3.9						
1991 Grade Equivalent	2.1	2.9	3.4	4.2	4.4						
Gain	0.9	0.8	0.8	1.0	0.6						
Over/Under Predicted	-.1	0.0	-.2	-.1	-.3						
Program Effectiveness	0	0	-	0	*						
Range for 0 (+/-)	0.1	0.2	0.2	0.2	0.4						
MATHEMATICS											
Number of Students	103	85	76	81	17						
1990 Grade Equivalent	1.6	2.6	3.2	3.9	4.9						
1991 Grade Equivalent	2.8	3.3	4.3	4.9	5.7						
Gain	1.1	0.6	1.1	1.0	0.8						
Over/Under Predicted	-.1	-.1	0.0	0.0	0.0						
Program Effectiveness	0	0	0	0	*						
Range for 0 (+/-)	0.1	0.1	0.1	0.1	0.3						
LANGUAGE											
Number of Students			74	81	17						
1990 Grade Equivalent			3.5	4.0	4.5						
1991 Grade Equivalent			4.3	5.0	5.2						
Gain			0.7	1.0	0.7						
Over/Under Predicted			-.1	0.0	0.0						
Program Effectiveness			0	0	*						
Range for 0 (+/-)			0.2	0.1	0.3						
WORK STUDY											
Number of Students			74	81	17						
1990 Grade Equivalent			3.0	3.7	4.4						
1991 Grade Equivalent			3.9	4.7	4.7						
Gain			0.9	1.0	0.3						
Over/Under Predicted			-.2	0.0	-.3						
Program Effectiveness			0	0	*						
Range for 0 (+/-)			0.2	0.2	0.4						

TAAS PERCENT MASTERING

Grade	3	5	7	9	11
WRITING					
Number of Students	425	203			
Mastery Level	58	58			
Academic Recognition	20	0			
READING					
Number of Students	426	203			
Mastery Level	72	25			
Academic Recognition	27	5			
MATHEMATICS					
Number of Students	430	211			
Mastery Level	80	20			
Academic Recognition	20	0			
PASSING ALL TESTS TAKEN					
Number of Students	435	213			
Mastery Level	51	8			
Academic Recognition	5	0			

KEY

ITBS = Iowa Tests of Basic Skills
TAP = Tests of Achievement and Proficiency
ROPE = Report On Program Effectiveness
* = Number of Students is Too Small for Analysis
+ = Positive Impact
- = Negative Impact
0 = No Impact
TAAS = Texas Assessment of Academic Skills

BEST COPY AVAILABLE

EXECUTIVE SUMMARY

ELEMENTARY
GRADES K-6

SERVED LEP STUDENTS, 1990-91, GRADES K-6

GROUP CHARACTERISTICS:

Number of students in this group:	4143
Percent low income:	91
Percent minority:	91
Percent female:	48
Percent limited English proficient(LEP):	99
Percent overage for their grade:	21
Percent special education students:	11
Percent gifted/talented students:	1

Major Findings

ITBS ACHIEVEMENT: The spring, 1991, Iowa Tests of Basic Skills (ITBS) median percentile scores of program students were compared to the 1988 national norms.

Out of 12 comparisons, program students' scores were...	Reading	Mathematics
Above the national norm in	0	0
At the national norm in	0	0
Below the national norm in	6	6

ITBS scores from spring, 1991, were compared to predicted levels of achievement by means of the Report on Program Effectiveness (ROPE) procedure.

Out of 18 comparisons, program students' scores...	Reading	Mathematics	Language	Work Study
Exceeded predicted levels in	0	0	0	0
Achieved predicted levels in	3	4	2	2
Were below predicted levels in	1	0	0	0
Were too few for analysis in	1	1	2	2

TAAS ACHIEVEMENT: Compared to the AISD averages in mathematics, reading, and writing, the percentages of program students mastering the TAAS at grades 3 and 5 were:

	Reading	Mathematics	Writing	All Tests Taken
Higher in	0	0	0	0
The same in	0	0	0	0
Lower in	2	2	2	2

Compared with the percentage of all AISD elementary students mastering all tests:

	The program rate was...	AISD	Program
Academic Mastery (all tests taken)	Lower	57%	37%
Academic Recognition (all 3 tests)	Lower	3%	3%

Compared with the percentage of elementary students statewide mastering all three tests with academic recognition:

The program rate was...	State	Program
Lower	3%	3%

ATTENDANCE: Compared with the attendance rates for elementary students districtwide:

	The program rate was...	AISD	Program
Fall, 1990	Lower	96.7%	96.4%
Spring, 1991	Higher	95.5%	95.8%

Compared to...	1990-91 program attendance was...
Program students in 1989-90	Fall: Higher Spring: Lower

DISCIPLINE: Compared with the percentages of students involved in discipline incidents at the elementary level districtwide:

	The program rate was...	AISD	Program
Fall, 1990	Lower	0.2%	0.1%
Spring, 1991	Lower	0.3%	0.2%

Compared to...	1990-91 program discipline was...
Program students in 1989-90	Fall: Higher Spring: Higher

RETAINEES: Comparing the percentage of program students recommended in spring, 1991, for retention the following year with all AISD elementary students:

The program rate was...	AISD	Program
Higher	0.7%	1.8%

File name:GE@LEPS1

90.39

GENESYS
GENeric Evaluation SYStem

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

EVALUATION SUMMARY

PROGRAM/GROUP: SERVED LEP STUDENTS, 1990-91, GRADES 6-8 **PRINT DATE:** 08/01/91

DEMOGRAPHIC INDICATORS

Grade	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
# Students:								215	211	195					621

	Sex		Ethnicity			Low		Overage	Special	Gifted/
	Male	Female	Black	Hispanic	Other	Income	LEP	For Grade	Education	Talented
#	343	278	2	568	51	585	620	372	98	20
%	55	45	0	91	8	94	100	60	16	3

PROGRESS INDICATORS

		Attendance		Disciplined			Credits		# F's		# No Grades		GPA	
		Fall	Spring	Fall	Spring		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
90-91	#	599	615	45	59	#			599	580			601	581
	%	94.0	92.6	7.2	9.5	AVG			0.67	0.61			82.0	83.3
89-90	#	441	470	23	45	#			260	246			263	257
	%	95.8	94.0	3.7	7.2	AVG			0.83	0.66			80.6	82.4

DROPOUTS		RETAINEES	
6th 6 Weeks: 2.9	October:	End of Year: 4.8	Beginning of Year:
1991	1991	SPRING, 1991	FALL, 1991

PREDICTED and OBTAINED 1990-91 DROPOUT RATES

	Number of Students	Predicted Dropouts #	Predicted Dropouts Rate	Obtained Dropouts #	Obtained Dropouts Rate	Obtained as a % of Predicted
Fall, 1990	406	12	2.9	4	1.0	33.7
Spring, 1991						
Annual, 1991						

Definitions:
The PREDICTED DROPOUT RATE for a program/group is the sum of the dropout risk probability for each student in the group divided by the number of students in the group (N).

The DROPOUT RISK PROBABILITY for a student is based on the risk factor associated with the student's membership in one of 22 different risk categories. (The risk categories are detailed in the current GENESYS report.)

The RISK FACTOR for a given risk category is the percentage of students in that risk category who dropped out. Expressed as a rate, the risk factor is a two decimal-place numeral. For example, if 45.75% of the students in a particular risk category dropped out, the risk factor for a student in that category would be 45.75.

The OBTAINED DROPOUT RATE for a program/group is the actual percentage of students who dropped out.

The OBTAINED AS A % OF PREDICTED statistic is calculated by dividing the predicted rate by the obtained rate and multiplying by 100.

CONTINUED ON PAGE 2

BEST COPY AVAILABLE

ACHIEVEMENT INDICATORS

GENESYS

ITBS/TAP MEDIAN PERCENTILES,

Grade	1	2	3	4	5	6	7	8	9	10	11	12
Reading Comprehension						9	10	10				
Number of Students						175	162	154				
Mathematics Total						13	11	13				
Number of Students						175	165	154				
Composite						5	5	7				
Number of Students						168	158	149				

ROPE, SPRING 1990 TO SPRING 1991 MEAN GRADE EQUIVALENT

Grade	2	3	4	5	6	7	8	9	10	11	12
READING COMPREHENSION											
Number of Students					50	36	35				
1990 Grade Equivalent					4.2	4.4	5.4				
1991 Grade Equivalent					5.1	5.6	6.6				
Gain					0.9	1.2	1.2				
Over/Under Predicted					0.1	-.1	-.3				
Program Effectiveness					0	0	0				
Range for 0 (+/-)					0.2	0.3	0.3				
MATHEMATICS											
Number of Students					48	36	34				
1990 Grade Equivalent					4.8	5.5	6.2				
1991 Grade Equivalent					5.6	6.1	7.1				
Gain					0.7	0.7	0.9				
Over/Under Predicted					-.1	-.1	0.0				
Program Effectiveness					0	0	0				
Range for 0 (+/-)					0.2	0.2	0.2				
LANGUAGE											
Number of Students					48	36	34				
1990 Grade Equivalent					4.7	5.2	5.9				
1991 Grade Equivalent					5.4	6.6	6.8				
Gain					0.7	1.4	0.9				
Over/Under Predicted					0.0	0.2	-.1				
Program Effectiveness					0	0	0				
Range for 0 (+/-)					0.2	0.2	0.2				
WORK STUDY											
Number of Students					49	36	35				
1990 Grade Equivalent					4.6	4.7	5.8				
1991 Grade Equivalent					5.1	5.6	6.8				
Gain					0.4	0.9	1.0				
Over/Under Predicted					-.1	-.1	-.3				
Program Effectiveness					0	0	-				
Range for 0 (+/-)					0.2	0.3	0.3				

TAAS PERCENT MASTERING

Grade	3	5	7	9	11
WRITING					
Number of Students			102		
Mastery Level			24		
Academic Recognition			0		
READING					
Number of Students			101		
Mastery Level			10		
Academic Recognition			0		
MATHEMATICS					
Number of Students			101		
Mastery Level			12		
Academic Recognition			3		
PASSING ALL TESTS TAKEN					
Number of Students			104		
Mastery Level			4		
Academic Recognition			0		

KEY

ITBS = Iowa Tests of Basic Skills
TAP = Tests of Achievement and Proficiency
ROPE = Report On Program Effectiveness
• = Number of Students is Too Small for Analysis
+ = Positive Impact
- = Negative Impact
0 = No Impact
TAAS = Texas Assessment of Academic Skills

BEST COPY AVAILABLE

EXECUTIVE SUMMARY

MIDDLE SCHOOL/JUNIOR HIGH
GRADES 6-8

SERVED LEP STUDENTS, 1990-91, GRADES 6-8

GROUP CHARACTERISTICS:	
Number of students in this group:	621
Percent low income:	94
Percent minority:	92
Percent female:	45
Percent limited English proficient(LEP):	100
Percent overage for their grade:	60
Percent special education students:	16
Percent gifted/talented students:	3

Major Findings

ITBS ACHIEVEMENT: The spring, 1991, Iowa Tests of Basic Skills (ITBS) median percentile scores of program students were compared to the 1988 national norms.

Out of 6 comparisons, program students' scores were...	Reading	Mathematics
Above the national norm in	0	0
At the national norm in	0	0
Below the national norm in	3	3

ITBS scores from spring, 1991, were compared to predicted levels of achievement by means of the Report on Program Effectiveness (ROPE) procedure.

Out of 12 comparisons, program students' scores...	Reading	Mathematics	Language	Work Study
Exceeded predicted levels in	0	0	0	0
Achieved predicted levels in	3	3	3	2
Were below predicted levels in	0	0	0	1
Were too few for analysis in	0	0	0	0

TAAS ACHIEVEMENT: Compared to the AISD averages in mathematics, reading, and writing, the percentages of program students mastering the TAAS at grade 7 were:

	Reading	Mathematics	Writing	All Tests Taken
Higher in				
The same in				
Lower in	x	x	x	x

Compared with the percentage of all AISD middle/junior high school students mastering all tests:

	The program rate was...	AISD	Program
Academic Mastery (all tests taken)	Lower	44%	4%
Academic Recognition (all 3 tests)	Lower	2%	0%

Compared with the percentage of middle/junior high school students statewide mastering all three tests at the academic recognition level:

The program rate was...	State	Program
Lower	2%	0%

ATTENDANCE: Compared with the attendance rates for middle school/junior high districtwide:

	The program rate was...	AISD	Program
Fall, 1990	Lower	94.8%	94.0%
Spring, 1991	Lower	92.7%	92.6%

Compared to...	1990-91 program attendance was...
Program students in 1989-90	Fall: Lower Spring: Lower

DISCIPLINE: Compared with the percentages of students involved in discipline incidents at the middle school/junior high level districtwide:

	The program rate was...	AISD	Program
Fall, 1990	Higher	5.5%	7.2%
Spring, 1991	Higher	6.6%	9.5%

Compared to...	1990-91 program discipline was...
Program students in 1989-90	Fall: Higher Spring: Higher

GRADES: Compared with the GPA's for all AISD middle school/junior high students:

	The program rate was...	AISD	Program
Fall, 1990	Lower	84.3	82.0
Spring, 1991	Lower	84.1	83.3

Compared to...	1990-91 program GPA was...
Program students in 1989-90	Fall: Higher Spring: Higher

RETAINEES/DROPOUTS: Comparing the percentage of program students recommended in spring, 1991, for retention the following year with all AISD middle school/junior high students:

The program rate was...	AISD	Program
Higher	3.7%	4.8%

Compared to the sixth six weeks dropout rate for middle school/junior high students for 1990-91:

The program rate was...	AISD	Program
Lower	3.4%	2.9%

Compared with the percentage of program students predicted to drop out:

The obtained rate was...	Predicted	Obtained
Lower	2.9%	1.0%

As a percentage of the dropout rate predicted for these students:

The program rate was...	Meaning that...
Less than 100%	The program did better than anticipated

File name:GE@LEPS2

GENESYS
GENeric Evaluation SYStem

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

EVALUATION SUMMARY

PROGRAM/GROUP: SERVED LEP STUDENTS, 1990-91, GRADES 9-12 **PRINT DATE:** 07/30/91

DEMOGRAPHIC INDICATORS

Grade	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
# Students:											311	151	107	61	630

	Sex		Ethnicity			Low		Overage	Special	Gifted/
	Male	Female	Black	Hispanic	Other	Income	LEP	For Grade	Education	Talented
#	367	263	1	529	100	523	630	444	84	65
%	58	42	0	84	16	83	100	70	13	10

PROGRESS INDICATORS

		Attendance		Disciplined			Credits		# F's		# No Grades		GPA	
		Fall	Spring	Fall	Spring		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
90-91	#	583	628	37	21	#	580	595	580	595	580	595	575	585
	%	92.2	88.8	5.9	3.3	AVG	2.2	1.9	1.14	1.29	0.25	0.69	77.6	76.1
89-90	#	432	452	30	31	#	317	329	317	329	317	329	315	328
	%	93.3	91.3	4.8	4.9	AVG	2.4	2.3	0.99	1.11	0.18	0.26	78.5	77.9

DROPOUTS		RETAINEES	
6th 6 Weeks: 5.4 1991	October: 1991	End of Year: 36.7 SPRING, 1991	Beginning of Year: FALL, 1991

PREDICTED and OBTAINED 1990-91 DROPOUT RATES

	Number of Students	Predicted Dropouts #	Predicted Dropouts Rate	Obtained Dropouts #	Obtained Dropouts Rate	Obtained as a % of Predicted
Fall, 1990	630	46	7.3	2	0.3	4.4
Spring, 1991						
Annual, 1991						

Definitions:
The PREDICTED DROPOUT RATE for a program/group is the sum of the dropout risk probability for each student in the group divided by the number of students in the group (N).

The DROPOUT RISK PROBABILITY for a student is based on the risk factor associated with the student's membership in one of 22 different risk categories. (The risk categories are detailed in the current GENESYS report.)

The RISK FACTOR for a given risk category is the percentage of students in that risk category who dropped out. Expressed as a rate, the risk factor is a two decimal-place numeral. For example, if 45.75% of the students in a particular risk category dropped out, the risk factor for a student in that category would be 45.75.

The OBTAINED DROPOUT RATE for a program/group is the actual percentage of students who dropped out.

The OBTAINED AS A % OF PREDICTED statistic is calculated by dividing the predicted rate by the obtained rate and multiplying by 100.

CONTINUED ON PAGE 2

BEST COPY AVAILABLE

PROGRAM/GROUP: SERVED LEP STUDENTS, 1990-91, GRADES 9-12 EVALUATION SUMMARY-P.2

ACHIEVEMENT INDICATORS

GENESYS

ITBS/TAP MEDIAN PERCENTILES,

Grade	1	2	3	4	5	6	7	8	9	10	11	12
Reading Comprehension									6	9	7	18
Number of Students									216	125	86	50
Mathematics Total									14	16	24	29
Number of Students									219	126	88	51
Composite									6	10	11	19
Number of Students									202	121	84	47

ROPE, SPRING 1990 TO SPRING 1991 MEAN GRADE EQUIVALENT

Grade	2	3	4	5	6	7	8	9	10	11	12
READING COMPREHENSION											
Number of Students								22	11	10	16
1990 Grade Equivalent								6.4	7.5	7.1	8.9
1991 Grade Equivalent								7.4	7.6	7.3	8.9
Gain								1.0	0.2	0.1	0.1
Over/Under Predicted								0.0	-1	-.5	-.6
Program Effectiveness								*	*	*	*
Range for 0 (+/-)								0.8	1.2	1.3	1.1
MATHEMATICS											
Number of Students								24	12	10	16
1990 Grade Equivalent								6.8	7.9	8.6	10.1
1991 Grade Equivalent								7.5	7.9	9.0	10.0
Gain								0.7	0.0	0.4	-0.1
Over/Under Predicted								0.1	-.8	-.5	-.4
Program Effectiveness								*	*	*	*
Range for 0 (+/-)								0.6	1.0	1.1	1.0
LANGUAGE											
Number of Students								23	12	10	16
1990 Grade Equivalent								7.0	7.5	7.1	9.8
1991 Grade Equivalent								7.4	6.9	8.2	9.2
Gain								0.3	-0.6	1.1	-0.6
Over/Under Predicted								-.3	-2	-.2	-.7
Program Effectiveness								*	*	*	*
Range for 0 (+/-)								0.8	1.1	1.2	0.9
WORK STUDY											
Number of Students								24	11	10	17
1990 Grade Equivalent								6.3	7.5	7.4	9.5
1991 Grade Equivalent								7.8	7.9	8.4	9.5
Gain								1.5	0.4	1.0	0.0
Over/Under Predicted								0.3	-.7	0.2	-.6
Program Effectiveness								*	*	*	*
Range for 0 (+/-)								0.8	1.2	1.3	1.2

TAAS PERCENT MASTERING

Grade	3	5	7	9	11
WRITING					
Number of Students				161	11
Mastery Level				7	73
Academic Recognition				0	0
READING					
Number of Students				163	11
Mastery Level				26	73
Academic Recognition				0	0
MATHEMATICS					
Number of Students				165	10
Mastery Level				8	80
Academic Recognition				0	0
PASSING ALL TESTS TAKEN					
Number of Students				169	11
Mastery Level				3	73
Academic Recognition				0	0

KEY

ITBS = Iowa Tests of Basic Skills
TAP = Tests of Achievement and Proficiency
ROPE = Report On Program Effectiveness
* = Number of Students is Too Small for Analysis
+ = Positive Impact
- = Negative Impact
0 = No Impact
TAAS = Texas Assessment of Academic Skills

BEST COPY AVAILABLE

EXECUTIVE SUMMARY

SENIOR HIGH
GRADES 9-12

SERVED LEP STUDENTS, 1990-91, GRADES 9-12

GROUP CHARACTERISTICS:	
Number of students in this group:	630
Percent low income:	83
Percent minority:	84
Percent female:	42
Percent limited English proficient (LEP):	100
Percent overage for their grade:	70
Percent special education students:	13
Percent gifted/talented students:	10

Major Findings

TAP ACHIEVEMENT: The spring, 1991, Tests of Achievement and Proficiency (TAP) median percentile scores of program students were compared to the 1988 national norms.

Out of 8 comparisons, program students' scores were...	Reading	Mathematics
Above the national norm in	0	0
At the national norm in	0	0
Below the national norm in	4	4

TAP scores from spring, 1991, were compared to predicted levels of achievement by means of the Report on Program Effectiveness (ROPE) procedure.

Out of 16 comparisons, program students' scores...	Reading	Mathematics	Language	Work Study
Exceeded predicted levels in	0	0	0	0
Achieved predicted levels in	0	0	0	0
Were below predicted levels in	0	0	0	0
Were too few for analysis in	4	4	4	4

TAAS ACHIEVEMENT: Compared to the AISD averages in mathematics, reading, and writing, the percentages of program students mastering the TAAS at grades 9 and 11 (first-time test takers) were:

	Reading	Mathematics	Writing	All Tests Taken
Higher in	0	0	0	0
The same in	0	0	0	0
Lower in	2	2	2	2

Compared with the percentage of all AISD senior high students mastering all tests:

	The program rate was...	AISD	Program
Academic Mastery (all tests taken)	Lower	51%	7%
Academic Recognition (all 3 tests)	Lower	2%	0%

Compared with the percentage of senior high school students statewide mastering all three tests at the academic recognition level:

The program rate was...	State	Program
Lower	2%	0%

ATTENDANCE: Compared with the attendance rates for senior high districtwide:

	The program rate was...	AISD	Program
Fall, 1990	Lower	93.5%	92.2%
Spring, 1991	Lower	90.5%	88.8%

Compared to...	1990-91 program attendance was...
Program students in 1989-90	Fall: Lower Spring: Lower

DISCIPLINE: Compared with the percentages of students involved in discipline incidents at the senior high level districtwide:

	The program rate was...	AISD	Program
Fall, 1990	Higher	4.1%	5.9%
Spring, 1991	Lower	4.2%	3.3%

Compared to...	1990-91 program discipline was...
Program students in 1989-90	Fall: Higher Spring: Lower

GRADES: Compared with the GPA's for all AISD senior high students:

	The program rate was...	AISD	Program
Fall, 1990	Lower	80.3	77.6
Spring, 1991	Lower	79.5	76.1

Compared to...	1990-91 program GPA was...
Program students in 1989-90	Fall: Lower Spring: Lower

RETAINEES/DROPOUTS: Comparing the percentage of program students recommended in spring, 1991, for retention the following year with all AISD senior high students:

The program rate was...	AISD	Program
Higher	20.8%	36.7%

Compared to the sixth six weeks dropout rate for senior high students for 1990-91:

The program rate was...	AISD	Program
Lower	9.7%	5.4%

Compared with the percentage of program students predicted to drop out:

The obtained rate was...	Predicted	Obtained
Lower	7.3%	0.3%

As a percentage of the dropout rate predicted for these students:

The program rate was...	Meaning that...
Less than 100%	The program did better than anticipated

File name:GE@LEPS3

TEACH AND REACH

Teach and Reach provides supplementary reading and mathematics instruction for low-achieving Black students at six AISD elementary schools.

- Although their scores were lower than predicted, Teach and Reach students generally made predicted gains on the ITBS between spring, 1990 and spring, 1991 for both reading and math, indicating no impact by the program on achievement.
- Students in grade 2 served in reading made gains in reading significantly below the level predicted. Math-served students in grade 5 made gains in mathematics significantly below the prediction. These outcomes indicate a negative impact of the program on the students served.
- Lower percentages of program students mastered the TAAS tests than did elementary students districtwide.
- Attendance rates for Teach and Reach students were higher than the District's overall rate in both the fall and the spring for both reading- and math-served students.
- Discipline rates for program students were higher than the discipline rates of elementary students districtwide; retention rates of program students, however, were lower.

90.39

GENESYS PROGRAM DESCRIPTION

PROGRAM NAME: Teach and Reach

EVALUATION CONTACT: Wanda Washington, David Wilkinson

PROGRAM CONTACT: Sandra Bell

- FUNDING (LOCAL, STATE OR FEDERAL): Local
- BUDGET ALLOCATION: $256,307
- NUMBER OF CAMPUSES WITH PROGRAM: 6 schools--Andrews, Blackshear, Harris, Oak Springs, Norman, and Winn
- NUMBER OF STAFF: 1 Supervising Teacher
  6 Regular Teachers
  1 Full-time Secretary
  1 Half-time Parent Advisor
- ELIGIBILITY/STUDENTS SERVED: Black students who score below the 50th percentile in reading or mathematics on the Iowa Tests of Basic Skills (ITBS)--751 students served (unduplicated count)

- GRADES SERVED: K-5
- SOURCE OF FILE: Black students in program, as of december, 1991 based on rosters from program staff

- SUBJECT AREAS TAUGHT: reading and mathematics

- PROGRAM FOCUS/GOALS/METHODS: Small group and individual supplemental help in pullout setting

GENESYS

GENeric Evaluation SYStem

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

EVALUATION SUMMARY

PROGRAM/GROUP: TEACH AND REACH, READING SERVED, 1990-91

PRINT DATE: 07/30/91

DEMOGRAPHIC INDICATORS

Grade	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
# Students:	2	20	3	98	126	203	199	1							678

	Sex		Ethnicity			Low		Overage	Special	Gifted/
	Male	Female	Black	Hispanic	Other	Income	LEP	For Grade	Education	Talented
#	312	341	515	109	29	519	11	142	47	86
%	48	52	79	17	4	79	2	22	7	13

PROGRESS INDICATORS

		Attendance		Disciplined			Credits		# F's		# No Grades		GPA	
		Fall	Spring	Fall	Spring		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
90-91	#	649	629	5	6	#								
	%	96.8	95.9	0.7	0.9	AVG								
89-90	#	604	608	0	4	#								
	%	96.6	95.8	0.0	0.6	AVG								

DROPOUTS N/A

5th **6 Weeks:** 1991

October: 1991

RETAINEES

End of Year: 0.3 SPRING, 1991

Beginning of Year: FALL, 1991

PREDICTED and OBTAINED 1990-91 **DROPOUT RATES**

	Number of Students	Predicted Dropouts #	Predicted Dropouts Rate	Obtained Dropouts #	Obtained Dropouts Rate	Obtained as a % of Predicted
Fall, 1990						
Spring, 1991						
Annual, 1991						

Definitions:

The PREDICTED DROPOUT RATE for a program/group is the sum of the dropout risk probability for each student in the group divided by the number of students in the group (N).

The DROPOUT RISK PROBABILITY for a student is based on the risk factor associated with the student's membership in one of 22 different risk categories. (The risk categories are detailed in the current GENESYS report.)

The RISK FACTOR for a given risk category is the percentage of students in that risk category who dropped out. Expressed as a rate, the risk factor is a two decimal-place numeral. For example, if 45.75% of the students in a particular risk category dropped out, the risk factor for a student in that category would be 45.75.

The OBTAINED DROPOUT RATE for a program/group is the actual percentage of students who dropped out.

The OBTAINED AS A % OF PREDICTED statistic is calculated by dividing the predicted rate by the obtained rate and multiplying by 100.

CONTINUED ON PAGE 2

ACHIEVEMENT INDICATORS

GENESYS

ITBS/TAP MEDIAN PERCENTILES,

Grade	1	2	3	4	5	6	7	8	9	10	11	12
Reading Comprehension	44	28	31	25	27							
Number of Students	2	86	119	189	188							
Mathematics Total	37	36	35	31	28							
Number of Students	2	87	119	191	187							
Composite	54	37	35	32	29							
Number of Students	2	86	114	185	187							

ROPE, SPRING 1990 TO SPRING 1991 MEAN GRADE EQUIVALENT

Grade	2	3	4	5	6	7	8	9	10	11	12
READING COMPREHENSION											
Number of Students	65	100	150	167							
1990 Grade Equivalent	1.5	2.4	3.2	3.9							
1991 Grade Equivalent	2.3	3.1	3.9	4.8							
Gain	0.7	0.7	0.7	0.9							
Over/Under Predicted	-.2	-.1	-.1	-.1							
Program Effectiveness	-	0	0	0							
Range for 0 (+/-)	0.2	0.1	0.1	0.1							
MATHEMATICS											
Number of Students	65	96	144	164							
1990 Grade Equivalent	1.7	2.8	3.4	4.2							
1991 Grade Equivalent	2.8	3.3	4.3	5.1							
Gain	1.0	0.6	0.9	0.9							
Over/Under Predicted	-.1	-.1	0.0	-.1							
Program Effectiveness	0	0	0	-							
Range for 0 (+/-)	0.1	0.1	0.1	0.1							
LANGUAGE											
Number of Students		2	147	164							
1990 Grade Equivalent		3.3	4.0	4.6							
1991 Grade Equivalent		4.3	4.8	5.5							
Gain		1.1	0.8	0.9							
Over/Under Predicted		-.1	0.1	-.1							
Program Effectiveness		*	0	0							
Range for 0 (+/-)		0.0	0.1	0.1							
WORK STUDY											
Number of Students		2	145	162							
1990 Grade Equivalent		2.4	3.2	4.1							
1991 Grade Equivalent		3.5	4.2	4.9							
Gain		1.1	1.0	0.8							
Over/Under Predicted		-.3	0.1	-.1							
Program Effectiveness		*	0	0							
Range for 0 (+/-)		0.0	0.1	0.1							

TAAS PERCENT MASTERING

Grade	3	5	7	9	11
WRITING					
Number of Students	121	191			
Mastery Level	52	68			
Academic Recognition	0	2			
READING					
Number of Students	119	193			
Mastery Level	74	52			
Academic Recognition	30	16			
MATHEMATICS					
Number of Students	121	191			
Mastery Level	74	34			
Academic Recognition	17	4			
PASSING ALL TESTS TAKEN					
Number of Students	122	193			
Mastery Level	43	26			
Academic Recognition	0	0			

KEY

ITBS = Iowa Tests of Basic Skills
TAP = Tests of Achievement and Proficiency
ROPE = Report On Program Effectiveness
* = Number of Students is Too Small for Analysis
+ = Positive Impact
- = Negative Impact
0 = No Impact
TAAS = Texas Assessment of Academic Skills

BEST COPY AVAILABLE

EXECUTIVE SUMMARY

ELEMENTARY
GRADES K-6

TEACH AND REACH, READING SERVED, 1990-91

GROUP CHARACTERISTICS:

Number of students in this group:	678
Percent low income:	79
Percent minority:	96
Percent female:	52
Percent limited English proficient(LEP):	2
Percent overage for their grade:	22
Percent special education students:	7
Percent gifted/talented students:	13

Major Findings

ITBS ACHIEVEMENT: The spring, 1991, Iowa Tests of Basic Skills (ITBS) median percentile scores of program students were compared to the 1988 national norms.

Out of 10 comparisons, program students' scores were...	Reading	Mathematics
Above the national norm in	0	0
At the national norm in	0	0
Below the national norm in	5	5

ITBS scores from spring, 1991, were compared to predicted levels of achievement by means of the Report on Program Effectiveness (ROPE) procedure.

Out of 14 comparisons, program students' scores...	Reading	Mathematics	Language	Work Study
Exceeded predicted levels in	0	0	0	0
Achieved predicted levels in	3	3	2	2
Were below predicted levels in	1	1	0	0
Were too few for analysis in	0	0	1	1

TAAS ACHIEVEMENT: Compared to the AISD averages in mathematics, reading, and writing, the percentages of program students mastering the TAAS at grades 3 and 5 were:

	Reading	Mathematics	Writing	All Tests Taken
Higher in	0	0	0	0
The same in	0	0	0	0
Lower in	2	2	2	2

Compared with the percentage of all AISD elementary students mastering all tests:

	The program rate was...	AISD	Program
Academic Mastery (all tests taken)	Lower	57%	33%
Academic Recognition (all 3 tests)	Lower	3%	0%

Compared with the percentage of elementary students statewide mastering all three tests with academic recognition:

The program rate was...	State	Program
Lower	3%	0%

90.39

ATTENDANCE: Compared with the attendance rates for elementary students districtwide:

	The program rate was...	AISD	Program
Fall, 1990	Higher	96.7%	96.8%
Spring, 1991	Higher	95.5%	95.9%

Compared to...	1990-91 program attendance was...
Program students in 1989-90	Fall: Higher Spring: Higher

DISCIPLINE: Compared with the percentages of students involved in discipline incidents at the elementary level districtwide:

	The program rate was...	AISD	Program
Fall, 1990	Higher	0.2%	0.7%
Spring, 1991	Higher	0.3%	0.9%

Compared to...	1990-91 program discipline was...
Program students in 1989-90	Fall: Higher Spring: Higher

RETAINEES: Comparing the percentage of program students recommended in spring, 1991, for retention the following year with all AISD elementary students:

The program rate was...	AISD	Program
Lower	0.7%	0.3%

File name:GE@TCHR

GENESYS

GENeric Evaluation SYStem

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

EVALUATION SUMMARY

PROGRAM/GROUP: TEACH AND REACH, MATH SERVED, 1990-91
PRINT DATE: 07/30/91

DEMOGRAPHIC INDICATORS

Grade	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
# Students:	2	1	1	36	210	126	230	1							636

	Sex		Ethnicity			Low		Overage	Special	Gifted/
	Male	Female	Black	Hispanic	Other	Income	LEP	For Grade	Education	Talented
#	304	304	477	94	37	462	12	135	49	68
%	50	50	78	15	6	76	2	22	8	11

PROGRESS INDICATORS

		Attendance		Disciplined			Credits		# F's		# No Grades		GPA	
		Fall	Spring	Fall	Spring		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
90-91	#	602	589	1	5	#								
	%	97.1	95.9	0.2	0.8	AVG								
89-90	#	559	569	0	2	#								
	%	96.8	96.1	0.0	0.3	AVG								

DROPOUTS N/A

5th **6 Weeks:** 1991

October: 1991

RETAINEES

End of Year: 0.3 SPRING, 1991

Beginning of Year: FALL, 1991

PREDICTED and OBTAINED 1990-91 **DROPOUT RATES**

	Number of Students	Predicted Dropouts #	Predicted Dropouts Rate	Obtained Dropouts #	Obtained Dropouts Rate	Obtained as a % of Predicted
Fall, 1990						
Spring, 1991						
Annual, 1991						

Definitions:

The PREDICTED DROPOUT RATE for a program/group is the sum of the dropout risk probability for each student in the group divided by the number of students in the group (N).

The DROPOUT RISK PROBABILITY for a student is based on the risk factor associated with the student's membership in one of 22 different risk categories. (The risk categories are detailed in the current GENESYS report.)

The RISK FACTOR for a given risk category is the percentage of students in that risk category who dropped out. Expressed as a rate, the risk factor is a two decimal-place numeral. For example, if 45.75% of the students in a particular risk category dropped out, the risk factor for a student in that category would be 45.75.

The OBTAINED DROPOUT RATE for a program/group is the actual percentage of students who dropped out.

The OBTAINED AS A % OF PREDICTED statistic is calculated by dividing the predicted rate by the obtained rate and multiplying by 100.

CONTINUED ON PAGE 2

BEST COPY AVAILABLE

PROGRAM/GROUP: TEACH AND REACH, MATH SERVED, 1990-91

ACHIEVEMENT INDICATORS

GENESYS

ITBS/TAP MEDIAN PERCENTILES,

Grade	1	2	3	4	5	6	7	8	9	10	11	12
Reading Comprehension		29	32	25	27							
Number of Students		30	195	117	216							
Mathematics Total		39	35	25	27							
Number of Students		31	196	119	215							
Composite		39	37	31	26							
Number of Students		30	190	115	215							

ROPE, SPRING 1990 TO SPRING 1991 MEAN GRADE EQUIVALENT

Grade	2	3	4	5	6	7	8	9	10	11	12
READING COMPREHENSION											
Number of Students	23	152	96	180							
1990 Grade Equivalent	1.6	2.4	3.1	3.9							
1991 Grade Equivalent	2.3	3.3	3.9	4.7							
Gain	0.7	0.9	0.7	0.8							
Over/Under Predicted	-.2	0.1	0.0	-.1							
Program Effectiveness	•	0	0	-							
Range for 0 (+/-)	0.3	0.1	0.2	0.1							
MATHEMATICS											
Number of Students	24	148	90	176							
1990 Grade Equivalent	1.8	2.8	3.3	4.2							
1991 Grade Equivalent	2.9	3.5	4.2	5.1							
Gain	1.0	0.7	0.9	0.8							
Over/Under Predicted	-.1	0.0	0.0	-.2							
Program Effectiveness	•	0	0	-							
Range for 0 (+/-)	0.2	0.1	0.1	0.1							
LANGUAGE											
Number of Students		2	94	175							
1990 Grade Equivalent		3.3	4.0	4.6							
1991 Grade Equivalent		4.3	4.8	5.4							
Gain		1.1	0.8	0.8							
Over/Under Predicted		-.1	0.1	-.2							
Program Effectiveness		•	0	-							
Range for 0 (+/-)		0.0	0.1	0.1							
WORK STUDY											
Number of Students		2	92	176							
1990 Grade Equivalent		2.4	3.1	4.1							
1991 Grade Equivalent		3.5	4.2	4.8							
Gain		1.1	1.0	0.8							
Over/Under Predicted		-.3	0.1	-.1							
Program Effectiveness		•	0	-							
Range for 0 (+/-)		0.0	0.1	0.1							

TAAS PERCENT MASTERING

Grade	3	5	7	9	11
WRITING					
Number of Students	197	217			
Mastery Level	55	61			
Academic Recognition	2	1			
READING					
Number of Students	197	221			
Mastery Level	70	46			
Academic Recognition	32	13			
MATHEMATICS					
Number of Students	197	219			
Mastery Level	75	29			
Academic Recognition	23	4			
PASSING ALL TESTS TAKEN					
Number of Students	199	222			
Mastery Level	45	22			
Academic Recognition	2	0			

KEY

ITBS = Iowa Tests of Basic Skills
TAP = Tests of Achievement and Proficiency
ROPE = Report On Program Effectiveness
• = Number of Students is Too Small for Analysis
+ = Positive Impact
- = Negative Impact
0 = No Impact
TAAS = Texas Assessment of Academic Skills

BEST COPY AVAILABLE

EXECUTIVE SUMMARY

ELEMENTARY
GRADES K-6

TEACH AND REACH, MATH SERVED, 1990-91

GROUP CHARACTERISTICS:

Number of students in this group:	636
Percent low income:	76
Percent minority:	94
Percent female:	50
Percent limited English proficient(LEP):	2
Percent overage for their grade:	22
Percent special education students:	8
Percent gifted/talented students:	11

Major Findings

ITBS ACHIEVEMENT: The spring, 1991, Iowa Tests of Basic Skills (ITBS) median percentile scores of program students were compared to the 1988 national norms.

Out of 8 comparisons, program students' scores were...

	Reading	Mathematics
Above the national norm in	0	0
At the national norm in	0	0
Below the national norm in	4	4

ITBS scores from spring, 1991, were compared to predicted levels of achievement by means of the Report on Program Effectiveness (ROPE) procedure.

Out of 14 comparisons, program students' scores...

	Reading	Mathematics	Language	Work Study
Exceeded predicted levels in	0	0	0	0
Achieved predicted levels in	2	2	1	1
Were below predicted levels in	1	1	1	1
Were too few for analysis in	1	1	1	1

TAAS ACHIEVEMENT: Compared to the AISD averages in mathematics, reading, and writing, the percentages of program students mastering the TAAS at grades 3 and 5 were:

	Reading	Mathematics	Writing	All Tests Taken
Higher in	0	0	0	0
The same in	0	0	0	0
Lower in	2	2	2	2

Compared with the percentage of all AISD elementary students mastering all tests:

	The program rate was...	AISD	Program
Academic Mastery (all tests taken)	Lower	57%	33%
Academic Recognition (all 3 tests)	Lower	3%	0%

Compared with the percentage of elementary students statewide mastering all three tests with academic recognition:

The program rate was...	State	Program
Lower	3%	0%

ATTENDANCE: Compared with the attendance rates for elementary students districtwide:

	The program rate was...	AISD	Program
Fall, 1990	Higher	96.7%	97.1%
Spring, 1991	Higher	95.5%	95.9%

Compared to...	1990-91 program attendance was...
Program students in 1989-90	Fall: Higher Spring: Lower

DISCIPLINE: Compared with the percentages of students involved in discipline incidents at the elementary level districtwide:

	The program rate was...	AISD	Program
Fall, 1990	Lower	0.2%	0.2%
Spring, 1991	Higher	0.3%	0.8%

Compared to...	1990-91 program discipline was...
Program students in 1989-90	Fall: Higher Spring: Higher

RETAINEES: Comparing the percentage of program students recommended in spring, 1991, for retention the following year with all AISD elementary students:

The program rate was...	AISD	Program
Lower	0.7%	0.3%

File name:GE@TCHM

SPECIAL EDUCATION

Special education works to ensure that all students with handicaps have a free and appropriate public education to meet their unique needs.

- The AISD special education students who were tested scored below national norms on the ITBS and TAP. (SEE "NOTES")
- Tested students also scored below District averages on the TAAS.
- Attendance rates for special education students were lower than the District's overall rates for elementary and secondary students; their involvement in discipline incidents was higher.
- A higher percentage of special education students was recommended for retention the following year than the rate for students districtwide.
- Compared to the sixth six weeks of 1990-91 3.9% of middle/junior high special education students and 14.2% of high school special education students dropped out, compared to 3.4% and 9.7% of AISD middle/junior high school and high school students, respectively.
- Greater percentages of secondary special education students dropped out than predicted, meaning that the program did worse than anticipated in keeping students in school.

NOTES:

1. The student counts reported here reflect those special education students in grades pre-K through 12 who were active as of the end of the first six-weeks period, the District's "official" date for reporting many statistics to the Texas Education Agency. Counts are thus point-in-time, rather than cumulative, which means that fewer students are shown as served than are actually served over the course of the entire school year. Point-in-time counts, however, are a better reflection of the number of students served at any given time. Early Childhood (EC) students and infants served are not included in these counts.

2. The standardized test information about special education students reported here should be treated with caution. While special education students are encouraged to take standardized tests whenever they can be validly tested, their participation is determined by their Admission, Review, and Dismissal (ARD) Committees. Not all special education students are tested, nor do all tested students take all tests.

   In addition, the test scores of special education students are excluded from median score computations according to the following conditions:

o Grades 1-6	If served ≥ 1 hour/day
o Grades 7-12	If served > 3 hours/day

   Special education students were excluded from ROPE analyses.

GENESYS PROGRAM DESCRIPTION

PROGRAM NAME: Special Education

EVALUATION CONTACT: David Wilkinson

PROGRAM CONTACT: Sandy Kern, Elementary
Zoe Griffith, Secondary

- FUNDING (LOCAL, STATE OR FEDERAL): Local, State and Federal
- BUDGET ALLOCATION: $13,053,657
- NUMBER OF CAMPUSES WITH PROGRAM: All, plus special facilities
- NUMBER OF STAFF: 445 teachers, 263.5 teacher assistants on regular campuses
- ELIGIBILITY/STUDENTS SERVED: Determined by Admission, Review, and Dismissal (ARD) Committees based on a comprehensive assessment, per law and State Board of Education rules.
- GRADES SERVED: EC-12 (Ages birth-22)
- SOURCE OF FILE: Centrally maintained Special Education Management System (SEMS) file; active students as of the end of the first six weeks
- SUBJECT AREAS TAUGHT: All, or designated by the ARD's in students' individualized eduation plan (IEP's).
- PROGRAM FOCUS/GOALS/METHODS: Special education works to insure that all children with handicaps have a free, appropriate public education to meet their unique needs. Specially trained personnel provide special education and related services as specified in the IEP, to enable each student with handicaps to acquire knowledge and skills in the basic areas of learning commesurate with the student's needs and abilities.

GENESYS

GENeric Evaluation SYStem

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

EVALUATION SUMMARY

PROGRAM/GROUP: SPECIAL EDUCATION STUDENTS, 1990-91, GRADES PK-6 **PRINT DATE:** 08/01/91

DEMOGRAPHIC INDICATORS

Grade	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
# Students:	56	408	633	734	822	800	707	100							4260

	Sex		Ethnicity			Low		Overage	Special	Gifted/
	Male	Female	Black	Hispanic	Other	Income	LEP	For Grade	Education	Talented
#	2861	1399	1053	1565	1642	2810	431	1554	4218	96
%	67	33	25	37	39	66	10	36	99	2

PROGRESS INDICATORS

		Attendance		Disciplined			Credits		# F's		# No Grades		GPA	
		Fall	Spring	Fall	Spring		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
90-91	#	4258	4112	36	31	#								
	%	95.8	94.8	0.8	0.7	AVG								
89-90	#	3456	3547	20	31	#								
	%	95.4	95.0	0.5	0.7	AVG								

DROPOUTS N/A

5th **6 Weeks:** 1991 **October:** 1991

RETAINEES

End of Year: 1.2 SPRING, 1991 **Beginning of Year:** FALL, 1991

PREDICTED and OBTAINED 1990-91 **DROPOUT RATES**

	Number of Students	Predicted Dropouts #	Predicted Dropouts Rate	Obtained Dropouts #	Obtained Dropouts Rate	Obtained as a % of Predicted
Fall, 1990						
Spring, 1991						
Annual, 1991						

Definitions:

The PREDICTED DROPOUT RATE for a program/group is the sum of the dropout risk probability for each student in the group divided by the number of students in the group (N).

The DROPOUT RISK PROBABILITY for a student is based on the risk factor associated with the student's membership in one of 22 different risk categories. (The risk categories are detailed in the current GENESYS report.)

The RISK FACTOR for a given risk category is the percentage of students in that risk category who dropped out. Expressed as a rate, the risk factor is a two decimal-place numeral. For example, if 45.75% of the students in a particular risk category dropped out, the risk factor for a student in that category would be 45.75.

The OBTAINED DROPOUT RATE for a program/group is the actual percentage of students who dropped out.

The OBTAINED AS A % OF PREDICTED statistic is calculated by dividing the predicted rate by the obtained rate and multiplying by 100.

CONTINUED ON PAGE 2

90.39

PROGRAM/GROUP: SPECIAL EDUCATION STUDENTS, 1990-91, GRADES PK-6 EVALUATION SUMMARY-P.2

ACHIEVEMENT INDICATORS

GENESYS

ITBS/TAP MEDIAN PERCENTILES,

Grade	1	2	3	4	5	6	7	8	9	10	11	12
Reading Comprehension	26	27	25	23	25	26						
Number of Students	229	256	292	251	211	26						
Mathematics Total	30	39	22	21	18	31						
Number of Students	261	313	346	303	245	25						
Composite	31	32	27	21	21	27						
Number of Students	222	250	269	229	198	25						

ROPE, SPRING 1990 TO SPRING 1991 MEAN GRADE EQUIVALENT

Grade	2	3	4	5	6	7	8	9	10	11	12
READING COMPREHENSION											
Number of Students											
1990 Grade Equivalent											
1991 Grade Equivalent											
Gain											
Over/Under Predicted											
Program Effectiveness											
Range for O (+/-)											
MATHEMATICS											
Number of Students											
1990 Grade Equivalent											
1991 Grade Equivalent											
Gain											
Over/Under Predicted											
Program Effectiveness											
Range for O (+/-)											
LANGUAGE											
Number of Students											
1990 Grade Equivalent											
1991 Grade Equivalent											
Gain											
Over/Under Predicted											
Program Effectiveness											
Range for O (+/-)											
WORK STUDY											
Number of Students											
1990 Grade Equivalent											
1991 Grade Equivalent											
Gain											
Over/Under Predicted											
Program Effectiveness											
Range for O (+/-)											

TAAS PERCENT MASTERING

Grade	3	5	7	9	11
WRITING					
Number of Students	292	218			
Mastery Level	27	49			
Academic Recognition	1	0			
READING					
Number of Students	298	222			
Mastery Level	48	34			
Academic Recognition	17	9			
MATHEMATICS					
Number of Students	356	262			
Mastery Level	64	23			
Academic Recognition	11	3			
PASSING ALL TESTS TAKEN					
Number of Students	365	271			
Mastery Level	29	17			
Academic Recognition	3	0			

KEY

ITBS = Iowa Tests of Basic Skills
TAP = Tests of Achievement and Proficiency
ROPE = Report On Program Effectiveness
* = Number of Students is Too Small for Analysis
+ = Positive Impact
- = Negative Impact
O = No Impact
TAAS = Texas Assessment of Academic Skills

BEST COPY AVAILABLE

EXECUTIVE SUMMARY

ELEMENTARY
GRADES PK-6

SPECIAL EDUCATION STUDENTS, 1990-91, GRADES PK-6

GROUP CHARACTERISTICS:	
Number of students in this group:	4260
Percent low income:	66
Percent minority:	61
Percent female:	33
Percent limited English proficient(LEP):	10
Percent overage for their grade:	36
Percent special education students:	99
Percent gifted/talented students:	2

Major Findings

ITBS ACHIEVEMENT: The spring, 1991, Iowa Tests of Basic Skills (ITBS) median percentile scores of program students were compared to the 1988 national norms.

Out of 12 comparisons, program students' scores were...	Reading	Mathematics
Above the national norm in	0	0
At the national norm in	0	0
Below the national norm in	6	6

ITBS scores from spring, 1991, were compared to predicted levels of achievement by means of the Report on Program Effectiveness (ROPE) procedure.

Out of 16 comparisons, program students' scores...	Reading	Mathematics	Language	Work Study
Exceeded predicted levels in	0	0	0	0
Achieved predicted levels in	0	0	0	0
Were below predicted levels in	2	2	0	0
Were too few for analysis in	3	3	3	3

TAAS ACHIEVEMENT: Compared to the AISD averages in mathematics, reading, and writing, the percentages of program students mastering the TAAS at grades 3 and 5 were:

	Reading	Mathematics	Writing	All Tests Taken
Higher in	0	0	0	0
The same in	0	0	0	0
Lower in	2	2	2	2

Compared with the percentage of all AISD elementary students mastering all tests:

	The program rate was...	AISD	Program
Academic Mastery (all tests taken)	Lower	57%	24%
Academic Recognition (all 3 tests)	Lower	3%	0%

Compared with the percentage of elementary students statewide mastering all three tests with academic recognition:

The program rate was...	State	Program
Lower	3%	0%

ATTENDANCE: Compared with the attendance rates for elementary students districtwide:

	The program rate was...	AISD	Program
Fall, 1990	Lower	96.7%	95.8%
Spring, 1991	Lower	95.5%	94.8%

Compared to...	1990-91 program attendance was...
Program students in 1989-90	Fall: Higher Spring: Lower

DISCIPLINE: Compared with the percentages of students involved in discipline incidents at the elementary level districtwide:

	The program rate was...	AISD	Program
Fall, 1990	Higher	0.2%	0.8%
Spring, 1991	Higher	0.3%	0.7%

Compared to...	1990-91 program discipline was...
Program students in 1989-90	Fall: Higher Spring: The same

RETAINEES: Comparing the percentage of program students recommended in spring, 1991, for retention the following year with all AISD elementary students:

The program rate was...	AISD	Program
Higher	0.7%	1.2%

File name: UCC.EVGENSP.EL91

GENESYS

GENeric Evaluation SYStem

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

EVALUATION SUMMARY

PROGRAM/GROUP: SPECIAL EDUCATION STUDENTS, 1990-91, GRADES 6-8 **PRINT DATE:** 08/01/91

DEMOGRAPHIC INDICATORS

Grade	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
# Students:								516	550	510					1576

	Sex		Ethnicity			Low		Overage	Special	Gifted/
	Male	Female	Black	Hispanic	Other	Income	LEP	For Grade	Education	Talented
#	1067	509	471	497	608	942	91	942	1542	54
%	68	32	30	32	39	60	6	60	98	3

PROGRESS INDICATORS

		Attendance		Disciplined		Credits			# F's		# No Grades		GPA	
		Fall	Spring	Fall	Spring		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
90-91	#	1576	1485	155	193	#			1383	1304			1401	1314
	%	91.4	90.0	9.8	12.2	AVG			0.72	0.67			80.9	81.3
89-90	#	1430	1463	139	130	#			879	814			883	841
	%	93.8	91.9	8.8	8.2	AVG			0.84	0.73			79.8	80.5

DROPOUTS			RETAINEES		
6th 6 Weeks:	3.9	October:	End of Year:	2.6	Beginning of Year:
1991		1991	SPRING, 1991		FALL, 1991

PREDICTED and OBTAINED 1990-91 DROPOUT RATES

	Number of Students	Predicted Dropouts #	Predicted Dropouts Rate	Obtained Dropouts #	Obtained Dropouts Rate	Obtained as a % of Predicted
Fall, 1990	1060	24	2.3	33	3.1	136.3
Spring, 1991						
Annual, 1991						

Definitions:
The PREDICTED DROPOUT RATE for a program/group is the sum of the dropout risk probability for each student in the group divided by the number of students in the group (N).

The DROPOUT RISK PROBABILITY for a student is based on the risk factor associated with the student's membership in one of 22 different risk categories. (The risk categories are detailed in the current GENESYS report.)

The RISK FACTOR for a given risk category is the percentage of students in that risk category who dropped out. Expressed as a rate, the risk factor is a two decimal-place numeral. For example, if 45.75% of the students in a particular risk category dropped out, the risk factor for a student in that category would be 45.75.

The OBTAINED DROPOUT RATE for a program/group is the actual percentage of students who dropped out.

The OBTAINED AS A % OF PREDICTED statistic is calculated by dividing the predicted rate by the obtained rate and multiplying by 100.

CONTINUED ON PAGE 2

PROGRAM/GROUP: SPECIAL EDUCATION STUDENTS, 1990-91, GRADES 6-8 EVALUATION SUMMARY-P.2

ACHIEVEMENT INDICATORS

GENESYS

ITBS/TAP MEDIAN PERCENTILES,

Grade	1	2	3	4	5	6	7	8	9	10	11	12
Reading Comprehension						16	15	17				
Number of Students						201	233	233				
Mathematics Total						14	11	14				
Number of Students						214	245	229				
Composite						13	11	16				
Number of Students						189	214	214				

ROPE, SPRING 1990 TO SPRING 1991 MEAN GRADE EQUIVALENT

Grade	2	3	4	5	6	7	8	9	10	11	12
READING COMPREHENSION											
Number of Students											
1990 Grade Equivalent											
1991 Grade Equivalent											
Gain											
Over/Under Predicted											
Program Effectiveness											
Range for 0 (+/-)											
MATHEMATICS											
Number of Students											
1990 Grade Equivalent											
1991 Grade Equivalent											
Gain											
Over/Under Predicted											
Program Effectiveness											
Range for 0 (+/-)											
LANGUAGE											
Number of Students											
1990 Grade Equivalent											
1991 Grade Equivalent											
Gain											
Over/Under Predicted											
Program Effectiveness											
Range for 0 (+/-)											
WORK STUDY											
Number of Students											
1990 Grade Equivalent											
1991 Grade Equivalent											
Gain											
Over/Under Predicted											
Program Effectiveness											
Range for 0 (+/-)											

TAAS PERCENT MASTERING

Grade	3	5	7	9	11
WRITING					
Number of Students			229		
Mastery Level			24		
Academic Recognition			0		
READING					
Number of Students			233		
Mastery Level			23		
Academic Recognition			5		
MATHEMATICS					
Number of Students			241		
Mastery Level			19		
Academic Recognition			2		
PASSING ALL TESTS TAKEN					
Number of Students			256		
Mastery Level			9		
Academic Recognition			0		

KEY

ITBS = Iowa Tests of Basic Skills
TAP = Tests of Achievement and Proficiency
ROPE = Report On Program Effectiveness
* = Number of Students is Too Small for Analysis
+ = Positive Impact
- = Negative Impact
0 = No Impact
TAAS = Texas Assessment of Academic Skills

EXECUTIVE SUMMARY

MIDDLE SCHOOL/JUNIOR HIGH
GRADES 6-8

SPECIAL EDUCATION STUDENTS, 1990-91, GRADES 6-8

GROUP CHARACTERISTICS:	
Number of students in this group:	1576
Percent low income:	60
Percent minority:	61
Percent female:	32
Percent limited English proficient(LEP):	6
Percent overage for their grade:	60
Percent special education students:	98
Percent gifted/talented students:	3

Major Findings

ITBS ACHIEVEMENT: The spring, 1991, Iowa Tests of Basic Skills (ITBS) median percentile scores of program students were compared to the 1988 national norms.

Out of 6 comparisons, program students' scores were...	Reading	Mathematics
Above the national norm in	0	0
At the national norm in	0	0
Below the national norm in	3	3

ITBS scores from spring, 1991, were compared to predicted levels of achievement by means of the Report on Program Effectiveness (ROPE) procedure.

Out of 12 comparisons, program students' scores...	Reading	Mathematics	Language	Work Study
Exceeded predicted levels in	0	0	0	0
Achieved predicted levels in	0	0	0	0
Were below predicted levels in	0	0	0	0
Were too few for analysis in	3	3	3	3

TAAS ACHIEVEMENT: Compared to the AISD averages in mathematics, reading, and writing, the percentages of program students mastering the TAAS at grade 7 were:

	Reading	Mathematics	Writing	All Tests Taken
Higher in				
The same in				
Lower in	x	x	x	x

Compared with the percentage of all AISD middle/junior high school students mastering all tests:

	The program rate was...	AISD	Program
Academic Mastery (all tests taken)	Lower	44%	10%
Academic Recognition (all 3 tests)	Lower	2%	0%

Compared with the percentage of middle/junior high school students statewide mastering all three tests at the academic recognition level:

The program rate was...	State	Program
Lower	2%	0%

ATTENDANCE: Compared with the attendance rates for middle school/junior high districtwide:

	The program rate was...	AISD	Program
Fall, 1990	Lower	94.8%	91.4%
Spring, 1991	Lower	92.7%	90.0%

Compared to...	1990-91 program attendance was...
Program students in 1989-90	Fall: Lower Spring: Lower

DISCIPLINE: Compared with the percentages of students involved in discipline incidents at the middle school/junior high level districtwide:

	The program rate was...	AISD	Program
Fall, 1990	Higher	5.5%	9.8%
Spring, 1991	Higher	6.6%	12.2%

Compared to...	1990-91 program discipline was...
Program students in 1989-90	Fall: Higher Spring: Higher

GRADES: Compared with the GPA's for all AISD middle school/junior high students:

	The program rate was...	AISD	Program
Fall, 1990	Lower	84.3	80.9
Spring, 1991	Lower	84.1	81.3

Compared to...	1990-91 program GPA was...
Program students in 1989-90	Fall: Higher Spring: Higher

RETAINEES/DROPOUTS: Comparing the percentage of program students recommended in spring, 1991, for retention the following year with all AISD middle school/junior high students:

The program rate was...	AISD	Program
Lower	3.7%	2.6%

Compared to the sixth six weeks dropout rate for middle school/junior high students for 1990-91:

The program rate was...	AISD	Program
Higher	3.4%	3.9%

Compared with the percentage of program students predicted to drop out:

The obtained rate was...	Predicted	Obtained
Higher	2.3%	3.1%

As a percentage of the dropout rate predicted for these students:

The program rate was...	Meaning that...
Greater than 100%	The program did worse than anticipated

File name: UCC.EVGENSP.JR91

GENESYS
GENeric Evaluation SYStem

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

EVALUATION SUMMARY

PROGRAM/GROUP: SPECIAL EDUCATION STUDENTS, 1990-91, GRADES 9-12 **PRINT DATE:** 08/01/91

DEMOGRAPHIC INDICATORS

Grade	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
# Students:											811	457	304	410	1982

	Sex		Ethnicity			Low		Overage	Special	Gifted/
	Male	Female	Black	Hispanic	Other	Income	LEP	For Grade	Education	Talented
#	1229	753	599	649	734	925	107	1424	1944	57
%	62	38	30	33	37	47	5	72	98	3

PROGRESS INDICATORS

		Attendance		Disciplined			Credits		# F's		# No Grades		GPA	
		Fall	Spring	Fall	Spring		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
90-91	#	1935	1707	184	147	#	1588	1391	1588	1391	1588	1391	1569	1342
	%	86.3	87.0	9.3	7.4	AVG	2.1	2.0	1.28	1.02	0.34	0.64	76.0	77.0
89-90	#	1784	1786	227	211	#	1199	1166	1199	1166	1199	1166	1187	1160
	%	89.8	86.4	11.5	10.6	AVG	2.2	2.1	1.24	1.32	0.32	0.30	75.7	75.3

DROPOUTS		RETAINEES	
6th 6 Weeks: 14.2 1991	October: 1991	End of Year: 8.6 SPRING, 1991	Beginning of Year: FALL, 1991

PREDICTED and OBTAINED 1990-91 **DROPOUT RATES**

	Number of Students	Predicted Dropouts #	Predicted Dropouts Rate	Obtained Dropouts #	Obtained Dropouts Rate	Obtained as a % of Predicted
Fall, 1990	1941	154	8.0	133	6.9	86.2
Spring, 1991						
Annual, 1991						

Definitions:

The PREDICTED DROPOUT RATE for a program/group is the sum of the dropout risk probability for each student in the group divided by the number of students in the group (N).

The DROPOUT RISK PROBABILITY for a student is based on the risk factor associated with the student's membership in one of 22 different risk categories. (The risk categories are detailed in the current GENESYS report.)

The RISK FACTOR for a given risk category is the percentage of students in that risk category who dropped out. Expressed as a rate, the risk factor is a two decimal-place numeral. For example, if 45.75% of the students in a particular risk category dropped out, the risk factor for a student in that category would be 45.75.

The OBTAINED DROPOUT RATE for a program/group is the actual percentage of students who dropped out.

The OBTAINED AS A % OF PREDICTED statistic is calculated by dividing the predicted rate by the obtained rate and multiplying by 100.

CONTINUED ON PAGE 2

PROGRAM/GROUP: SPECIAL EDUCATION STUDENTS, 1990-91, GRADES 9-12 EVALUATION SUMMARY-P.2

ACHIEVEMENT INDICATORS

GENESYS

ITBS/TAP MEDIAN PERCENTILES,

Grade	1	2	3	4	5	6	7	8	9	10	11	12
Reading Comprehension									20	23	20	19
Number of Students									257	161	99	77
Mathematics Total									15	13	16	16
Number of Students									259	164	99	78
Composite									19	21	20	19
Number of Students									231	143	93	71

ROPE, SPRING 1990 TO SPRING 1991 MEAN GRADE EQUIVALENT

Grade	2	3	4	5	6	7	8	9	10	11	12
READING COMPREHENSION											
Number of Students											
1990 Grade Equivalent											
1991 Grade Equivalent											
Gain											
Over/Under Predicted											
Program Effectiveness											
Range for 0 (+/-)											
MATHEMATICS											
Number of Students											
1990 Grade Equivalent											
1991 Grade Equivalent											
Gain											
Over/Under Predicted											
Program Effectiveness											
Range for 0 (+/-)											
LANGUAGE											
Number of Students											
1990 Grade Equivalent											
1991 Grade Equivalent											
Gain											
Over/Under Predicted											
Program Effectiveness											
Range for 0 (+/-)											
WORK STUDY											
Number of Students											
1990 Grade Equivalent											
1991 Grade Equivalent											
Gain											
Over/Under Predicted											
Program Effectiveness											
Range for 0 (+/-)											

TAAS PERCENT MASTERING

Grade	3	5	7	9	11
WRITING					
Number of Students				339	33
Mastery Level				21	82
Academic Recognition				0	0
READING					
Number of Students				351	31
Mastery Level				43	84
Academic Recognition				11	35
MATHEMATICS					
Number of Students				343	33
Mastery Level				18	82
Academic Recognition				2	9
PASSING ALL TESTS TAKEN					
Number of Students				377	33
Mastery Level				11	76
Academic Recognition				1	0

KEY

ITBS = Iowa Tests of Basic Skills
TAP = Tests of Achievement and Proficiency
ROPE = Report On Program Effectiveness
* = Number of Students is Too Small for Analysis
+ = Positive Impact
- = Negative Impact
0 = No Impact
TAAS = Texas Assessment of Academic Skills

EXECUTIVE SUMMARY

SENIOR HIGH
GRADES 9-12

SPECIAL EDUCATION STUDENTS, 1990-91

GROUP CHARACTERISTICS:

Number of students in this group:	1982
Percent low income:	47
Percent minority:	63
Percent female:	38
Percent limited English proficient (LEP):	5
Percent overage for their grade:	72
Percent special education students:	98
Percent gifted/talented students:	3

Major Findings

TAP ACHIEVEMENT: The spring, 1991, Tests of Achievement and Proficiency (TAP) median percentile scores of program students were compared to the 1988 national norms.

Out of 8 comparisons, program students' scores were...

	Reading	Mathematics
Above the national norm in	0	0
At the national norm in	0	0
Below the national norm in	4	4

TAP scores from spring, 1991, were compared to predicted levels of achievement by means of the Report on Program Effectiveness (ROPE) procedure.

Out of 12 comparisons, program students' scores...

	Reading	Mathematics	Language	Work Study
Exceeded predicted levels in	0	0	0	0
Achieved predicted levels in	0	0	0	0
Were below predicted levels in	0	0	0	0
Were too few for analysis in	3	3	3	3

TAAS ACHIEVEMENT: Compared to the AISD averages in mathematics, reading, and writing, the percentages of program students mastering the TAAS at grades 9 and 11 (first-time test takers) were:

	Reading	Mathematics	Writing	All Tests Taken
Higher in	0	0	0	0
The same in	0	0	0	0
Lower in	2	2	2	2

Compared with the percentage of all AISD senior high students mastering all tests:

	The program rate was...	AISD	Program
Academic Mastery (all tests taken)	Lower	51%	16%
Academic Recognition (all 3 tests)	Lower	2%	0%

Compared with the percentage of senior high school students statewide mastering all three tests at the academic recognition level:

The program rate was...	State	Program
Lower	2%	0%

90.39

ATTENDANCE: Compared with the attendance rates for senior high districtwide:

	The program rate was...	AISD	Program
Fall, 1990	Lower	93.5%	86.3%
Spring, 1991	Lower	90.5%	87.0%

Compared to...	1990-91 program attendance was...
Program students in 1989-90	Fall: Lower Spring: Higher

DISCIPLINE: Compared with the percentages of students involved in discipline incidents at the senior high level districtwide:

	The program rate was...	AISD	Program
Fall, 1990	Higher	4.1%	9.3%
Spring, 1991	Higher	4.2%	7.4%

Compared to...	1990-91 program discipline was...
Program students in 1989-90	Fall: Lower Spring: Lower

GRADES: Compared with the GPA's for all AISD senior high students:

	The program rate was...	AISD	Program
Fall, 1990	Lower	80.3	76.0
Spring, 1991	Lower	79.5	77.0

Compared to...	1990-91 program GPA was...
Program students in 1989-90	Fall: Higher Spring: Higher

RETAINEES/DROPOUTS: Comparing the percentage of program students recommended in spring, 1991, for retention the following year with all AISD senior high students:

The program rate was...	AISD	Program
Higher	6.1%	8.6%

Compared to the sixth six weeks dropout rate for senior high students for 1990-91:

The program rate was...	AISD	Program
Higher	9.7%	14.2%

Compared with the percentage of program students predicted to drop out:

The obtained rate was...	Predicted	Obtained
Lower	8.0%	6.9%

As a percentage of the dropout rate predicted for these students:

The program rate was...	Meaning that...
Less than 100%	The program did better than anticipated

File name: UCC.EVGENSP.SR91

REFERENCES

Baenen, N., Ligon, G., Buffington, S., Fairchild, M., and Frazer, L. (1989). ORE's generic evaluation system: GENESYS 1988-89 (Publication No. 88.40). Austin, TX: Austin Independent School District, Office of Research and Evaluation.

Baenen, N., and Wilkinson, D. (1989). GENESYS 1988-89 technical report (Publication No. 88.46). Austin, TX: Austin Independent School District, Office of Research and Evaluation.

Frazer, L., and Ligon, G. (1991, April). Comparing actual and predicted dropout rates to evaluate program effectiveness (Publication No. 90.19). Paper presented at the annual meeting of the American Educational Research Association, Chicago.

Paredes, V. (1991). Report on School Effectiveness (ROSE), 1990-91 (Publication Letter 90.U). Austin, TX: Austin Independent School District, Office of Research and Evaluation.

Ligon, G., and Baenen, N. (1989, April). Evaluation methodology for the 90's: A GENeric Evaluation SYStem (GENESYS) (Publication No. 89.16). Paper presented at the annual meeting of the American Educational Research Association, Boston.

Ligon, G., Wilkinson, L. D., and Frazer, L. H. (1991, April). Lower costs, fewer staff, more information: Critique of a generic, data-base evaluation system (Publication No. 90.21). Paper presented at the annual meeting of the American Educational Research Association, Chicago.

Wilkinson, D., Frazer, L., Stewart, B., and Ligon, G. (1989, October). New initiatives in dropout prevention: Project GRAD final report 1988-89 (Publication No. 88.36). Austin, TX: Austin Independent School District, Office of Research and Evaluation.

Wilkinson, D. (1990, July). GENESYS 1989-90: Selected program evaluations (Publication No. 89.30). Austin, TX: Austin Independent School District, Office of Research and Evaluation.

ATTACHMENT 1
(Page 1 of 2)

GENESYS OPERATIONAL CHARACTERISTICS

HOW GENESYS WORKS AND WHAT IT PROVIDES

Given a file of the student identification numbers of those students involved in a program, group, or innovation, GENESYS will provide outcome information for the following variables:

GROUP CHARACTERISTICS: Number served by grade, ethnicity, sex, low income, LEP, overage for grade, special education, gifted and talented;

ACHIEVEMENT RESULTS BY GRADE: Current-year ITBS, TAP, TAAS, and spring-to-spring ROPE regression trend information;

ATTENDANCE, DISCIPLINE, GRADES/CREDITS: Current year and previous two semesters (four semesters altogether); and

DROPOUTS AND RETAINEES: Dropouts as of the end of the fifth sixth weeks and potential retainees as of the end of May (actual retainees and dropouts as of the end of the current school year to be updated in the fall of the next school year).

Specific definitions for each of these variables are included in Attachment 2. The user is advised to read and refer to the definitions provided to assure correct interpretation of the data.

For each group, four types of sheets are produced.

The **GENESYS EVALUATION SUMMARY** summarizes information on the group's overall performance on all variables.

The **EXECUTIVE SUMMARY** summarizes findings in more narrative form and compares the program's data to relevant comparison groups. On most variables, comparison is to the AISD average for the appropriate grade span--AISD elementary, middle/junior high, or senior high students. Attachment 2 provides additional information about GENESYS comparisons.

GENESYS DATA BY STUDENT provides a listing of this information by student (as applicable) to allow a specific review of student attainment and characteristics (Attachment 4).

The **PROGRAM DESCRIPTION**, supplied by program or evaluation staff, gives information on the program's characteristics, i.e., funding source, budget, number of campuses served, number of staff, eligibility of students served, grades served, source of data file, subject areas taught, and program focus/goals/methods.

Two optional printouts are also available to GENESYS users.

CROSS-PROGRAM COMPARISON CHARTS provide a summary of statistics across multiple programs designated by the user.

TWO-WAY CROSSTABULATION TABLES provide a greater level of detail about selected variables than that provided in the evaluation summary.

WHAT IS NEEDED TO RUN GENESYS

GENESYS needs a file of student identification numbers for the program or group which is to be studied before it can be run. Gathering this information is the responsibility of the program or evaluation staff requesting the information. Student names and identification numbers can be provided as a list, on a computer disk, or as a description of critical location information on AISD computer files (such as a school and grade list or a course number). Staff must decide whether they want to include all students served for any length of time by a program, those in as of a particular date, or those served a certain length of time (e.g., over three months). This choice must be made before a data file is built. Attachment 5, "Requirements for GENESYS Data Files," specifies how GENESYS data files must set up. Attachment 5 also contains a discussion of the types of data files. Attachment 6 provides flow charts for before, during, and after GENESYS processing. The "before" flowchart sketches out the logic of building a file with student ID's.

The mechanism which triggers GENESYS runs is the file/run sheet. A sample file/run sheet is Attachment 7. This sheet provides users with a kind of checklist to help them work through some of the issues involved in file building, as well as serving as documentation to the user. It also gives the programmer instructions for:

- o Titling the output,
- o Locating the data file, and
- o Running optional reports.

When the programmer receives a completed file/run sheet, the programmer creates a "shell" into which the user types the program description. Once the programmer is assured that a program description has been entered, the programmer may proceed to run the group through GENESYS.

LIMITATIONS OF GENESYS

The limitations of using GENESYS are elaborated in full in two ORE publications, 88.40 and 88.36 (see reference list). A discussion of what makes a program evaluable by GENESYS may be found in ORE publication 90.21.

DEFINITIONS--EVALUATION SUMMARY

PROGRAM MEMBERSHIP--DESCRIPTIVE INFORMATION

For each program included in GENESYS, ORE or program staff define those to be included (see program descriptions). Most programs or groups are for students involved in 1990-91. Some are for groups served in previous years. Descriptive information provided for each program includes:

NUMBER SERVED: Total served (may be cumulative, semester, or a point-in-time count).

ETHNICITY: Percentage Black, Hispanic, and Other (includes White, Asian, and American Indian).

SEX: Percentage male and female.

LOW INCOME: Percentage eligible or with sibiling eligible for free or reduced-price meals.

LEP: Percentage identified as limited in English proficiency (regular or special education) and served in bilingual, English-as-a-Second Language (ESL), or alternative programs as of the end of the year (or whenever GENESYS was run). Note: Some students "exit" or leave LEP status each May once English proficiency is attained.

OVERAGE FOR GRADE: Percentage older than expected for the grade by one or more years (as of September 1). Example: 1st graders age 7 or older on September 1.

SPECIAL EDUCATION: Percentage of students receiving special education services of any type.

GIFTED/TALENTED: Percentage of students in gifted/talented programs. At the elementary level, this means participation in the AIM High Program. Secondary students are counted as gifted if they take one or more honors courses.

OUTCOME INFORMATION

Outcome information, unless noted, accesses the most current data available through VSAM files on the computer. Variables include:

ATTENDANCE: Mean percentage attendance (days attended divided by days enrolled) for fall and spring of 1990-91 and 1989-90. Data for 1989-90 are for those enrolled in the 1990-91 program who were active in AISD in 1989-90.

DISCIPLINE: Percentage of students involved in serious discipline incidents (corporal punishment, suspension, expulsion) in fall and spring of 1990-91 and 1989-90.

GRADES: Indicates mean credits earned (CREDITS), number of F's (# F's), number of courses with no grade (# NO GRADES), and grade point average (GPA) for high school; indicates grade point averages and F's for junior high/middle school. Information is shown for fall and spring of 1990-91 and 1989-90. A normal course load is five or six classes (2.5 to 3.0 credits) per semester. The grade point average (GPA) is calculated without courses in which no grade has yet been assigned; it includes F's and passing grades based on a point system of 1-100 points with 70 as passing. The grade point scale for converting numerical scores to regular course grade points is included below:

Numerical Scores	Regular Course Grade Point	Honors Course Grade Point
97-100	4.5	5.0
93-96	4.0	4.5
90-92	3.5	4.0
87-89	3.0	3.5
83-86	2.5	3.0
80-82	2.0	2.5
77-79	1.5	2.0
73-76	1.0	1.5
70-72	.5	1.0

(Source for grades and credits: SGR History File--SGRH) (Source for conversion table: Board Policy Manual, Austin ISD, Volume 1)

DROPOUTS: Percentage of students who dropped out of school by the end of the fifth six weeks of the 1990-91 school year. The percentage who dropped out over the entire 1990-91 school year, including the summer of 1991, will be available in fall, 1991.

RETAINED: End of Year: Percentage of students recommended for retention as of May, 1991. NOTE: Some students may not eventually be retained, especially at the secondary level. Successful completion of summer school courses or correction of grades can result in promotion. Also, at the high school level, students repeat only courses failed. A "retained" label simply means students have not earned 5, 10, or 15 credits to be promoted to grades 10, 11, and 12, respectively. Also, some special education categories are listed as retained until schools provide promotion data. Beginning of Year: Percentage of students actually retained as of the beginning of the 1991-92 school year. This figure will be available in fall, 1991.

ITBS/TAP: Median percentiles of group along with number of students tested in Reading Comprehension, Mathematics Total, and Composite. Composite scores include:

Grades 1-2: ITBS Vocabulary, Reading Comprehension, Mathematics Total, Spelling, and Word Analysis

Grades 3-8: ITBS Vocabulary, Reading Comprehension, Mathematics Total, Language Total, and Work Study Total

Grades 9-12: TAP Reading Comprehension, Mathematics Total, Written Expression, Using Sources of Information, Social Studies, and Science

TAAS: Percentage and number of students tested who mastered each test--Writing, Reading, and Mathematics--and all tests taken. Mastery levels are set yearly by TEA based on a scale score on each test.

ROPE: The Report on Program Effectiveness School (ROPE), which is a variation of the Report on School Effectiveness (ROSE), compares Reading Comprehension and Mathematics Total grade equivalent (GE) scores for spring, 1990, and spring, 1991, to determine if gains achieved are above (+), below (-), or at (=) predicted levels based on regression analyses. All students in a grade in a program are treated as a group. ROPE predictions for groups with less than 20 students (*) are not reliable (and are therefore not shown). The gain, predicted score, and amount over or under the actual score compared to the predicted score for the group are shown for reference. See ORE Publication Letter 90.U for more information about the ROSE procedure.

All AISD comparison statistics were defined as shown above. Students were included if:

- In grades pre-K through 12.
- Actively attending a regular campus as of February 18, 1991. (The Alternative Learning Center and Robbins were included for both high school and middle school/junior high.)

GENESYS STATISTICS AND "OFFICIAL" AISD COUNTS

These definitions and inclusion rules vary slightly from those used for "official" AISD counts. For example, students were included in GENESYS if they were active as of midyear (February 18, 1991). Published districtwide ITBS/TAP median percentiles will therefore differ from those presented here because all test takers were included, whether or not they were active in February.

GENESYS COMPARISONS--EXECUTIVE SUMMARY

Outcome data for each group included in GENESYS are compared to national and District averages to provide a meaningful context for judgments about program effectiveness. The following comparisons are made.

Variable	Comparison
ITBS/TAP Achievement	1988 national norms; Predicted achievement with actual achievement
TEAMS Achievement	AISD averages in mathematics, reading (language arts at Exit Level), and writing
Attendance	AISD attendance rates
Discipline	AISD discipline rates
Grades (secondary only)	Grade point averages (GPA's) for all AISD students
Retainees	AISD retention rates
Dropouts (grades 7-12 only)	AISD dropout rates; Predicted rate with obtained dropout rate

On all variables, comparisons are made to the appropriate grade or grade span--elementary (grades pre-K-6), middle/junior high (grades 6-8), and high school (grades 9-12). For example, performance on the ITBS by students in grade 3 in the GENESYS group is compared with the national norm for grade 3. The retention rate for high school students in a GENESYS group is compared with the retention rate for all AISD high school students.

On most of the above variables, the comparison made is to the AISD average or rate, in other words, to the general student population (at the appropriate grade span). There are two exceptions in which the comparison is not to the general population:

1. By means of ROSE (see Pub. Letter 90.U), ITBS/TAP achievement levels for program students are compared with predicted achievement levels for students with similar characteristics.

2. The dropout rate predicted for program students is compared with their actual dropout rate

Many comparisons to the outcome data for program students could be made. Comparison to the general population contrasts the performance of the program group with that of students overall. This comparison has the advantage of pointing up clear differences in performance where the program group is highly select, e.g., honors students. On the other hand, comparisons like ROPE, which take into account the program students' characteristics, will continue to be sought so that GENESYS can become even more useful in the future. In the meantime, users desiring other comparison groups than the general population have the option to identify the students and have GENESYS run on the groups they define.

GENESYS DEFINITIONS--OPTIONAL REPORTS

Two optional reports, to be run apart from the main GENESYS processing, are available to users.

CROSS-PROGRAM COMPARISON CHARTS: Statistics are compared across programs selected by the user. A minimum of two programs can be designated, up to the maximum of all the programs run. If cross-program comparisons are specified, the user receives all of the charts; i.e., it is not an option to choose only certain comparisons. Programs are compared on all GENESYS demographic, progress, and achievement indicators. A complete set of cross-program comparison charts for spring, 1991 programs is contained in Attachment 8.

TWO-WAY CROSSTABULATION TABLES: Tables (e.g., sex by ethnicity) permit the user to examine program data at a greater level of detail than that presented in the GENESYS evaluation summary. The user is able to select certain "blocks" of categorical variables for which all possible two-way tables will be printed. For example, a user may be interested in a crosstabulation of sex by grade for a particular group of students. In addition to this table, the user would receive crosstabulations of grade by all other categorical variables. Crosstabulations by continuous variables, e.g., of percent attendance, are not presently included. A list of the tables included in each block and a sample crosstabulation are contained in Attachment 9.

IDEAS FOR GENESYS ENHANCEMENT

- Numbers and percentages of students for all variables. Only percentages of retainees and dropouts are presently reported.
- More "user-friendly" programming, and brief training for other programmers, so that other programmers and noncomputer programmers can submit their own runs.
- Methods for overcoming slowdowns caused by:
  --Deciding who should be included in data files,
  --Deciding what sources should be used for files, and
  --Difficulty in collecting basic program information.
- For programs where students may earn eighth- and ninth-grade credits, an evaluation summary showing middle/junior high school and high school credits on the same sheet or on separate sheets with the appropriate labels.
- A staff summary sheet (similar to that in the Annual Performance Report).
- A budget summary based on budget codes (similar to the District's budget book).
- Significance tests with probability levels between groups and between pre- and posttest measures printed.
- Executive summaries with comparisons made between groups in addition to the present comparison between a single group and District totals.
- Under "demographic indicators," the number and percent of students in compensatory education.
- An index of the mobility of the program or group.

CONFIDENTIAL FOR USE BY AISD PROFESSIONAL STAFF ONLY

GENESYS - - DATA BY STUDENT

PROGRAM/GROUP LEP, NON-TITLE VII STUDENTS, 1990-91 06/28/91 PAGE 1

NAME	STUDENT ID	BIRTHDATE	SCHOOL	ETHNICITY	SEX	LOW INCOME	GRADE	LEP	AGE SEPT 1	OVERAGED	SPECIAL ED	GIFT/TALENT	ITBS TAP RC	MT	COMP	TAAS R	M	W	ATTENDANCE F %	S	DISCIPLINE	GRADES FALL CREDITS EARNED	# OF F	NO GRADE	GPA	SPRING CREDITS EARNED	# OF F	NO GRADE	GPA	DROPOUT	RETAINED
[redacted]	[redacted]	120675	002	H	F		09	Y	15				3	3	19	Y	N	N	93	95		3.0	0		84.2	3.0	0	0	87.0		
[redacted]	[redacted]	10875	002	O	M	Y	11	Y	16			Y	24	45	23	Y	Y	Y	99	100		3.0	0		94.7	3.5	0	0	88.9		Y
[redacted]	[redacted]	92275	002	H	F	Y	09	Y	15				18	23	24	Y	Y	N	97	70		3.0	0		84.5	0.0	0	6	.		Y
[redacted]	[redacted]	32074	002	H	M	Y	09	Y	17				3	7	6				87	76	B	2.0	2		70.7	0.0	1	4	57.0		
[redacted]	[redacted]	10174	002	H	F	Y	09	Y	17				3	23	4	N	N	N	96	98		2.5	1		73.3	3.0	0	0	84.3		
[redacted]	[redacted]	30771	002	H	M		12	Y	20				18	36	25				99	100		3.0	0		84.8	3.0	0	0	84.5		
[redacted]	[redacted]	112174	002	H	F		10	Y	16				5	7	6				99	100		3.0	0		82.0	3.0	0	0	81.7		
[redacted]	[redacted]	40472	002	H	F		12	Y	18				17	10	14				99	100		2.5	1		77.7	3.0	0	0	80.0		
[redacted]	[redacted]	51275	002	H	F	Y	09	Y	15	Y			.	.	.				93	67		3.0	0		77.2	0.0	2	4	57.0		Y
[redacted]	[redacted]	12775	002	H	F	Y	10	Y	16				26	50	37				99	99		3.0	0		83.5	3.0	0	0	86.7		
[redacted]	[redacted]	10874	002	H	M	Y	09	Y	17				2	7	2	N	N	N	100	99		3.0	0		81.3	3.0	0	0	85.7		
[redacted]	[redacted]	22876	002	H	M	Y	09	Y	15				11	20	13	N	N	N	100	100		3.0	0		87.8	3.0	0	0	89.3		
[redacted]	[redacted]	72675	002	H	M		09	Y	15	Y			.	.	.				60	40		0.0	4		50.0	0.0	6	0	50.2		Y
[redacted]	[redacted]	90376	002	O	F	Y	09	Y	14			Y	23	95	46	N	Y	N	100	97		3.0	0		95.0	3.0	0	0	95.5		
[redacted]	[redacted]	102474	002	O	F	Y	11	Y	16			Y	27	83	49				97	97		2.5	0		91.4	2.5	0	0	90.2		
[redacted]	[redacted]	121072	002	H	F	Y	09	Y	18	Y			53	.	.				80	91		2.5	1		73.3	3.0	0	0	82.6		
[redacted]	[redacted]	22771	002	H	F	Y	11	Y	20				4	2	1				47	90		0.0	6		50.0	0.0	3	3	59.0		Y
[redacted]	[redacted]	51974	002	H	M	Y	09	Y	16				4	10	14				94	79		3.0	0		83.2	0.0	1	5	50.0		Y
[redacted]	[redacted]	100574	002	H	M	Y	09	Y	16	Y			5	7	9	N	N	N	94	99		2.5	1		78.0	3.0	0	0	81.5		
[redacted]	[redacted]	32672	002	H	M		12	Y	18	Y			.	.	.				100	100	F	3.0	0		86.7	3.0	0	0	79.7		
[redacted]	[redacted]	51076	002	H	M	Y	09	Y	14				9	39	18	N	N	N	99	98		3.0	0		85.7	3.0	0	0	88.8		
[redacted]	[redacted]	71770	002	H	M	Y	12	Y	20				19	21	22				99	99		3.5	0		75.0	3.5	0	0	82.6		
[redacted]	[redacted]	40173	002	H	F		11	Y	17				24	58	28	Y	Y	Y	99	92		3.0	0		89.5	3.0	0	0	87.8		
[redacted]	[redacted]	120569	002	H	M		12	Y	21	Y			.						100	100		3.0	0		83.0	3.0	0	0	85.0		
[redacted]	[redacted]	21574	002	H	F	Y	09	Y	17				2	4	3	N	N	N	90	86		2.0	1		81.6	0.0	1	5	57.0		Y
[redacted]	[redacted]	61172	002	H	F	Y	11	Y	18				15	37	15				98	77		2.5	1		82.3	0.0	6	0	56.7		
[redacted]	[redacted]	121674	002	H	F	Y	09	Y	16				.	.	.	N	N	N	59	62		0.0	6		52.0	.	.	.	.	Y	
[redacted]	[redacted]	20976	002	H	F	Y	09	Y	15				.	.		N	N	N	88	64		2.0	2		72.8	0.0	5	1	58.4		Y
[redacted]	[redacted]	91773	002	H	M	Y	09	Y	17				20	56	33				85	70	S	3.0	0		85.0	0.0	3	3	66.7		Y
[redacted]	[redacted]	110574	002	H	M	Y	09	Y	16	Y			.	.	.				96	86		3.0	0		80.3	0.0	0	6	.		Y
[redacted]	[redacted]	32376	002	O	F	Y	09	Y	14				.	.	.	N	N	N	99	94		3.0	0		87.7	.	.	.	.	Y	
[redacted]	[redacted]	42675	002	H	M	Y	09	Y	15				3	1	.				63	62		0.0	6		50.0	0.0	5	1	53.8		Y
[redacted]	[redacted]	111672	002	H	F	Y	10	Y	18				1	7	2				97	93		1.0	4		64.5	2.5	1	0	77.0		
[redacted]	[redacted]	91976	002	O	M	Y	09	Y	14				11	78	23				100	100		2.5	1		81.0	3.0	0	0	90.0		
[redacted]	[redacted]	72874	002	H	M	Y	09	Y	16	Y			.	.	.				66	85		0.0	3		61.3	0.0	1	5	68.0		Y
[redacted]	[redacted]	52173	002	H	M	Y	10	Y	17				.	.	.				47	16		0.0	4		50.0	.	.	.	.	Y	
[redacted]	[redacted]	92874	002	H	F	Y	09	Y	16				4	17	3				92	93		2.5	1		76.0	0.5	3	2	63.0		
[redacted]	[redacted]	71972	002	H	M	Y	10	Y	18				26	8	11				99	99		2.5	1		82.3	2.5	1	0	77.5		
[redacted]	[redacted]	61974	002	H	F	Y	09	Y	16				3	4	2	N	N	N	89	78		0.5	2		71.3	0.0	2	4	68.5		Y
[redacted]	[redacted]	22475	002	H	M	Y	09	Y	16				9	1	.				83	76	B	0.0	4		58.0	0.0	5	1	50.8		Y
[redacted]	[redacted]	111370	002	H	F	Y	12	Y	20			Y	.	.	.				83	54		0.0	0		.	.	.	.	.		
[redacted]	[redacted]	50272	002	H	M	Y	11	Y	18				.	.	.	N	N	N	89	21		0.0	5		47.2	.	.	.	.	Y	
[redacted]	[redacted]	120470	002	H	M	Y	11	Y	20	Y			.	.	.				79	84		1.0	4		73.0	3.0	0	0	87.2		
[redacted]	[redacted]	51870	002	H	M		12	Y	20				17	8	10				54	94		2.0	3		61.8	0.0	0	1	.		Y
[redacted]	[redacted]	62074	002	O	M		11	Y	16				27	81	53	Y	Y	Y	98	99		3.0	0		83.5	3.0	0	0	79.5		
[redacted]	[redacted]	20176	002	H	F	Y	09	Y	15			Y	4	17	11	N	N	N	99	94		3.0	0		81.8	3.0	0	0	85.0		
[redacted]	[redacted]	110274	002	H	M	Y	09	Y	16	Y			1	1	5				94	97		2.0	2		74.3	3.0	0	0	80.2		
[redacted]	[redacted]	102274	002	H	F	Y	10	Y	16				10	1	4				98	93		3.0	0		78.3	3.0	0	0	81.3		
[redacted]	[redacted]	62074	002	H	M	Y	10	Y	16	Y			1	3	1				96	92		3.0	0		83.0	2.5	1	0	70.3		
[redacted]	[redacted]	52774	002	H	M	Y	09	Y	16	Y			.	.	.				67	69		1.5	3		67.8	1.5	3	0	71.5		
[redacted]	[redacted]	71975	002	H	F	Y	09	Y	15				.	.	.	Y	N	N	75	54		0.5	4		62.8	0.0	5	0	50.6		Y
[redacted]	[redacted]	112073	002	O	F		11	Y	17				4	53	13				99	93		2.5	1		75.7	2.5	1	0	76.2		
[redacted]	[redacted]	73175	002	H	F	Y	09	Y	15	Y			.						89	77	F	3.0	0		77.3	0.0	2	4	64.5		Y
[redacted]	[redacted]	93070	002	H	M		11	Y	20										88	53		1.0	4		64.8			.			
[redacted]	[redacted]	70875	002	H	M		10	Y	15				63	81	79				98	99						3.0	0	0	87.8		Y
[redacted]	[redacted]	112173	002	H	F	Y	10	Y	17				15	7	13				99	99		3.0	0		77.7	3.0	0	0	73.8		
[redacted]	[redacted]	52975	002	H	M	Y	09	Y	15	Y			.	.	.				82	64		0.0	5		54.0	0.0	3	3	50.0		Y
[redacted]	[redacted]	80470	002	O	F		12	Y	20	Y			.	.					96	94		3.0	0		84.3	3.0	0	0	89.5		
[redacted]	[redacted]	41173	002	H	M		11	Y	17				4	2	1				93	64		2.0	2		73.8	0.0	5	1	53.0		Y

BEST COPY AVAILABLE

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

GENESYS

Requirements for GENESYS Data Files

- Data files should contain the student ID numbers of the students in the group.

- There should be one ID per line beginning in column 1. There is no limit on the number of students who may be in a group, but because of the computer running time that GENESYS requires, groups must contain a minimum of 25 students.

- Groups must be defined as either elementary, middle/junior high school, or high school, and each file must contain the ID numbers only for students within one of these divisions. If you have a group whose grade levels span these divisions, you will need to separate the group into the appropriate grade spans; i.e., you will need separate files. For example, if you have a group with students in grades 7-12, you will need to create two files, one with the ID's for students in grades 7-8, and a second with the ID's for students in grades 9-12.

- The ID's on data files should be checked to eliminate bad ID's and duplicate ID's. Veda has written a program to use for this purpose: DW$CMPAR (ORWSAS).

- Data files should be given eight-character names beginning with GE@, e.g., GE@GRADH for high school students served by Project GRAD. Data files should be placed in ORSSAS.

- Give your group/program a name not to exceed 52 characters. This name will appear as a title on the Executive Summary and on the Evaluation Summary. Try to include the full name of the program rather than an abbreviation, and include the year, e.g., TEACH AND REACH, 1990-91. If you are following a group that was constituted prior to this year, use a title which makes clear which year refers to the group and which is the year the analysis was done, e.g., 1988 ELEMENTARY 6TH GRADERS, LOW READING, IN 1990-91.

- Specify which grade levels the students in your group/program are in. The grade levels you indicate will appear as a second title under the name of the program on the Executive Summary. For the sake of clarity, do not indicate a whole grade span if students are only in one grade. For example, only students in grade 9 are served in the Transitional Academic Program. The title should read GRADE 9, rather than GRADES 9-12.

Types of Data Files

The GENESYS file sheet lists three different types of data files:

- Cumulative,
- Point in time, and
- Point in time with service conditions.

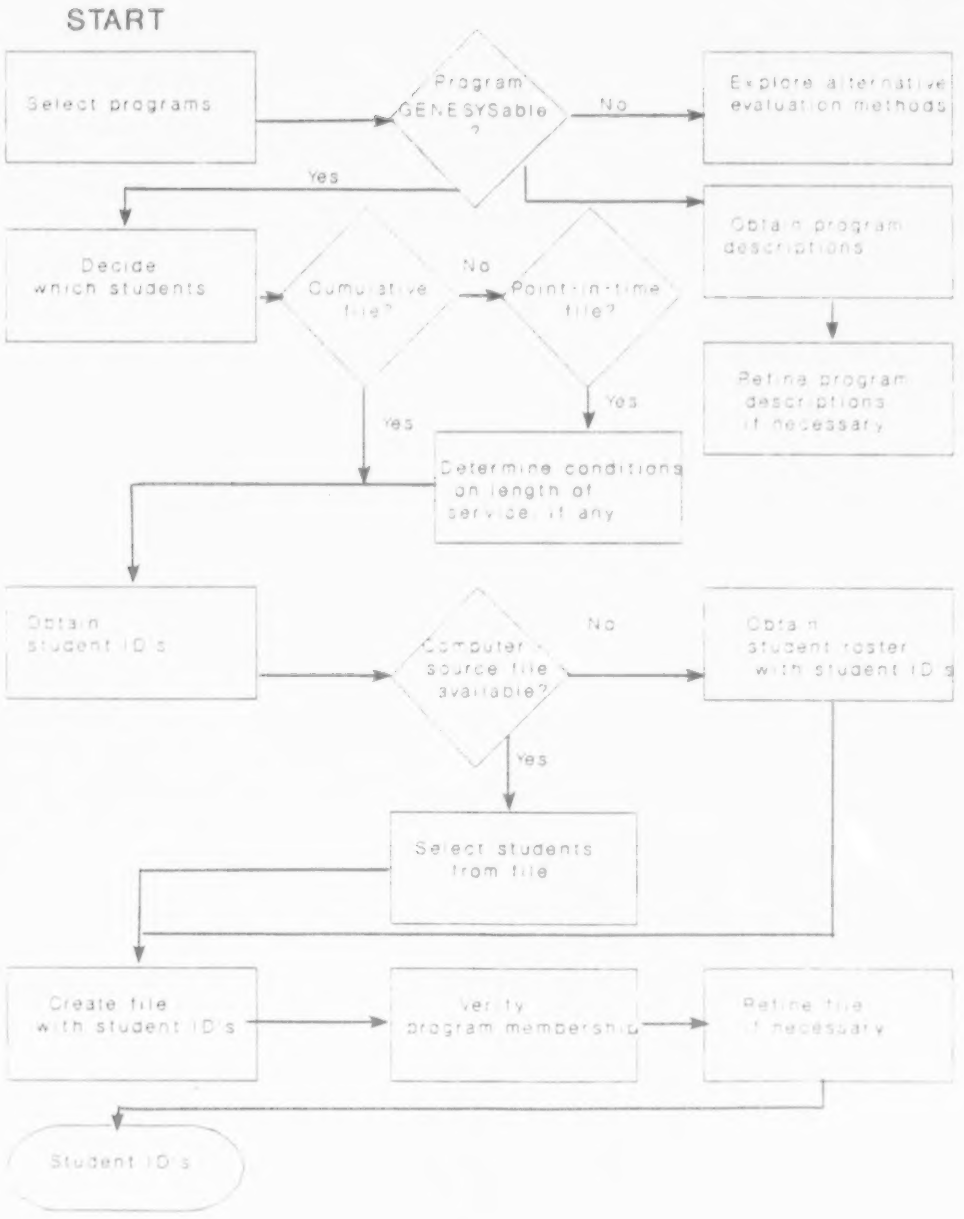
On a cumulative file, every student served by the program at any time during the year, whether the student is currently served, is currently inactive, or even has left the program or the District, is entered.

The point-in-time file includes all the students being served at a particular point in time, without regard for students who were formerly served or for the length of service to students at the time the file is built or in the future.

The point-in-time with service conditions file contains students served at a particular point in time but places conditions on which students are included based, for example, on the students' length of service. It may be desirable, under this condition, to "capture" on the file only those students who have received services for at least some minimum length of time--arguably the most "stable" students or the students on whom the program's intervention has had a chance to take effect. Besides length of service, another condition which might be imposed is that students be active on the Student Master File.

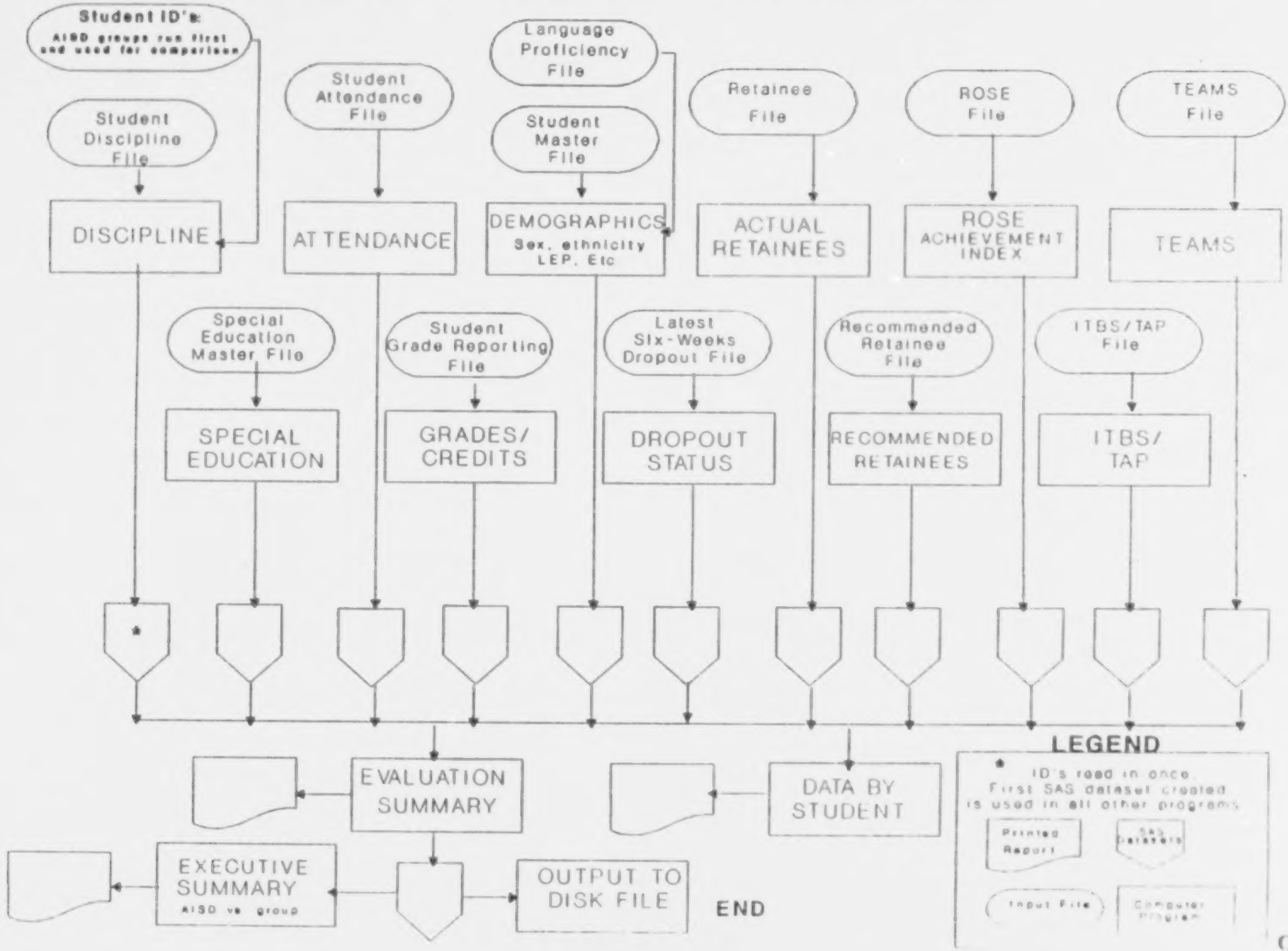
It does not matter to GENESYS what sort of file you have,in terms of its processing, but the distinction needs to be taken into account in interpreting the information GENESYS produces.

GENESYS
"BEFORE" PROCESSING


START
Select programs
Program GENESYSable ?
No
Explore alternative evaluation methods
Yes
Obtain program descriptions
Refine program descriptions if necessary
Decide which students
Cumulative file?
No
Point-in-time file?
Yes
Yes
Determine conditions on length of service, if any
Obtain student ID's
Computer - source file available?
No
Obtain student roster with student ID's
Yes
Select students from file
Create file with student ID's
Verify program membership
Refine file if necessary
Student ID's

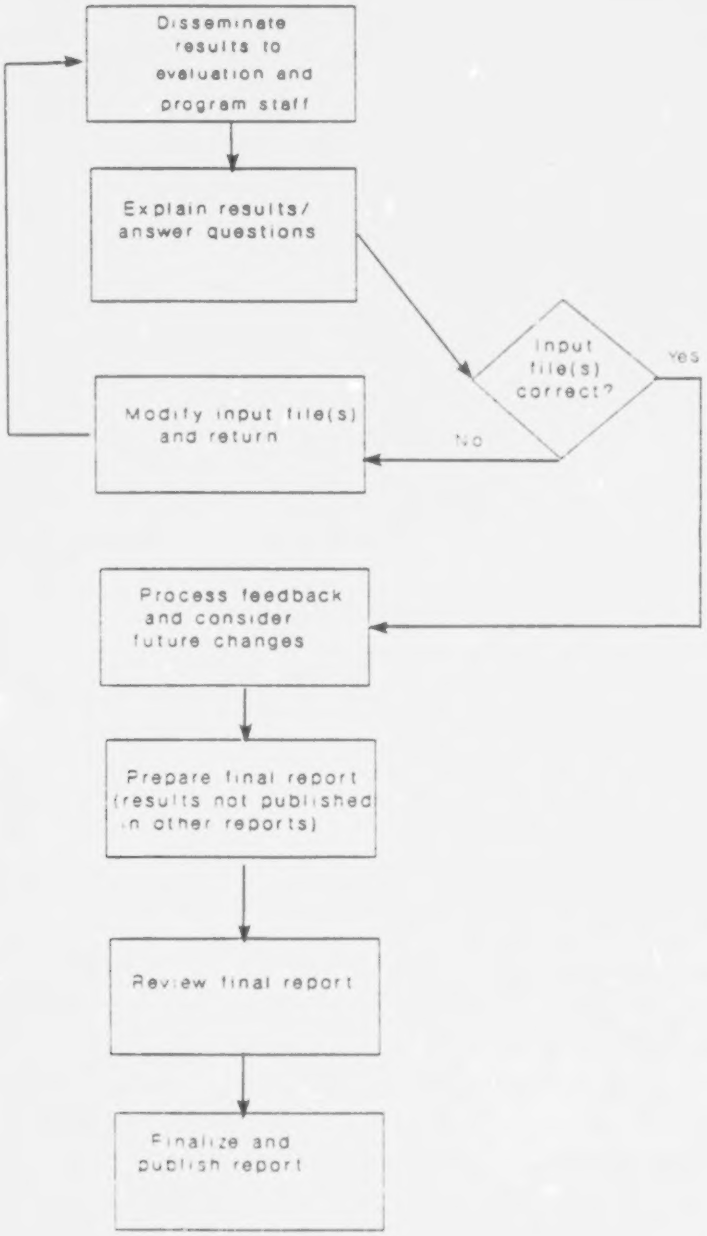
BEST COPY AVAILABLE

GENESYS "DURING" PROCESSING


START
Student ID's:
AISD groups run first
and used for comparison
Student Discipline File
DISCIPLINE
Student Attendance File
ATTENDANCE
Language Proficiency File
Student Master File
DEMOGRAPHICS
Sex, ethnicity
LEP, Etc
Retainee File
ACTUAL RETAINEES
ROSE File
ROSE ACHIEVEMENT INDEX
TEAMS File
TEAMS
Special Education Master File
SPECIAL EDUCATION
Student Grade Reporting File
GRADES/ CREDITS
Latest Six-Weeks Dropout File
DROPOUT STATUS
Recommended Retainee File
RECOMMENDED RETAINEES
ITBS/TAP File
ITBS/ TAP
*
EVALUATION SUMMARY
DATA BY STUDENT
EXECUTIVE SUMMARY
AISD vs group
OUTPUT TO DISK FILE
END
LEGEND
* ID's read in once.
First SAS dataset created
is used in all other programs
Printed Report
SAS Datasets
Input File
Computer Program

ATTACHMENT 6
(Page 2 of 3)

GENESYS "AFTER" PROCESSING


Disseminate results to evaluation and program staff
Explain results/ answer questions
Input file(s) correct?
Yes
No
Modify input file(s) and return
Process feedback and consider future changes
Prepare final report (results not published in other reports)
Review final report
Finalize and publish report

ATTACHMENT 7

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

GENESYS FILE/RUN SHEET

(Return to Stacy Buffington)

Date Submitted:

GENESYS File Title:

Grades/Span:

File Name/File Library:

Date Checked for Bad ID's:

Date Bad ID's Fixed:

Type of File: _____Cumulative
_____Point in Time
_____Point in Time with Service Conditions-- Describe:

____

____

Special Information/Instructions:

Crosstabulations Wanted? _____ No _____ Yes (Check below)

By: ____Grade ____Ethnicity

____Drop Status ____Retained

_____ TAAS Mastery: Reading ____ Math ____ Writing ____

Cross-Program Comparisons Wanted? ____ No ____ Yes (Specify programs below)

____

____

____

____

updated 4/91:kb.genesys.wps

GENESYS CROSS-PROGRAM COMPARISON
SPRING, 1991
TABLE 1 - DEMOGRAPHIC INDICATORS

08/04/91

PROGRAM	GRADE LEVELS	% MALE	% FEMALE	% BLACK	% HISPANIC	% OTHER	% LOW INCOME	% LEP	% OVERAGE	% SPECIAL ED	% GIFTED/ TALENTED	TOTAL N
ANDREWS ENROLLMENT ON OR BY 10/5/90	EK-5	51	49	57	34	8	84	19	14	15	4	745
ANDREWS VALID ROSE 1990/1991 AT SAME SCHOOL	EK-5	56	44	76	17	7	73	2	11	0	13	124
GALINDO ENROLLMENT ON OR BY 10/5/90	EK-5	50	50	8	65	27	73	14	16	11	11	691
GALINDO VALID ROSE 1990/1991 AT SAME SCHOOL	EK-5	48	52	5	60	36	55	4	14	2	27	131
LANGFORD ENROLLMENT ON OR BY 10/5/90	EK-5	47	53	19	45	35	74	10	15	14	10	546
LANGFORD VALID ROSE 1990/1991 AT SAME SCHOOL	EK-5	45	55	14	49	36	57	1	13	0	30	91
COMMUNITY MENTOR PROGRAM, 1990-91	EK-6	55	45	9	74	17	73	23	22	15	7	363
PATTON ENROLLMENT ON OR BY 10/5/90	K-5	50	50	4	11	85	8	1	10	7	13	1026
PATTON VALID ROSE 1990/1991 AT SAME SCHOOL	K-5	50	50	3	11	86	5	0	7	0	26	353
LEP PARENT DENIALS, 1990-91, GRADES K-6	K-6	53	47	1	87	12	81	0	23	21	2	247
SERVED LEP STUDENTS, 1990-91, GRADES K-6	K-6	52	48	1	91	9	91	99	21	11	1	4143
TEACH AND REACH, MATH SERVED, 1990-91	K-6	50	50	78	15	6	76	2	22	8	11	636
TEACH AND REACH, READING SERVED, 1990-91	K-6	48	52	79	17	4	79	2	22	7	13	678
SPECIAL EDUCATION STUDENTS, 1990-91	PK-6	67	33	25	37	39	66	10	36	99	2	4260
GIFTED AND TALENTED STUDENTS, 1990-91	2-6	50	50	10	22	69	27	1	6	2	100	4635
'89 MIDDLE SCHOOL 6TH GRADERS - LOW MATH - 8	6-8	48	52	32	43	25	56	3	43	3	8	816
GIFTED AND TALENTED STUDENTS, 1990-91	6-8	46	54	11	17	71	18	0	5	1	100	3837
LEP PARENT DENIALS, 1990-91, GRADES 6-8	6-8	51	49	1	96	4	90	0	60	12	2	187
SERVED LEP STUDENTS, 1990-91, GRADES 6-8	6-8	55	45	0	91	8	94	100	60	16	3	621
SPECIAL EDUCATION STUDENTS, 1990-91	6-8	68	32	30	32	39	60	6	60	98	3	1576
KEALING MAGNET, 1990-91	7-8	53	47	13	13	74	14	0	4	1	100	437
BP - AUSTIN-BLOCK COURSES, FALL, 1990	9	81	19	10	86	5	71	14	76	5	5	21
BP - CROCKETT-SUCCESS, FALL, 1990	9	69	31	9	52	39	37	4	40	2	1	89
BP - JOHNSTON-RENAISSANCE, FALL, 1990	9	49	51	26	63	12	61	5	47	9	1	137
BP - LANIER-CONNECTIONS, FALL, 1990	9	77	23	55	27	18	59	5	64	0	0	22
PROJECT FIRST AT CROCKETT, 1990-91	9	73	27	10	51	39	35	4	37	2	5	103
PROJECT FIRST AT MCCALLUM, 1990-91	9	55	45	37	34	29	42	5	66	17	5	241
BP - REAGAN-BLOCK COURSES, FALL, 1990	9-10	67	33	56	26	19	65	0	77	0	0	43
BP - TRAVIS-EXCEL, FALL, 1990	9-10	43	57	8	74	19	51	2	75	0	0	53
CVAE SENIOR HIGH, FALL, 1990	9-12	56	44	24	51	25	41	4	79	19	0	477
GIFTED AND TALENTED STUDENTS, 1990-91	9-12	45	55	11	19	70	12	1	8	1	100	5241
LEP PARENT DENIALS, 1990-91, GRADES 9-12	9-12	58	42	0	75	24	67	0	71	17	13	264
LIBERAL ARTS ACADEMY AT JOHNSTON, 1990-91	9-12	35	65	11	25	64	18	0	8	0	100	226
MENTOR HIGH SCHOOLS, FALL, 1990	9-12	47	53	17	44	39	53	8	38	6	25	64
PEAK PROGRAM HIGH SCHOOL, FALL, 1990	9-12	59	41	26	41	33	39	2	57	4	4	54
PROJECT TOUCH AT CROCKETT, FALL, 1930	9-12	68	32	15	60	25	17	2	55	9	13	53
SCIENCE ACADEMY AT LBJ, 1990-91	9-12	56	44	19	13	68	15	1	6	0	100	591
SERVED LEP STUDENTS, 1990-91, GRADES 9-12	9-12	58	42	0	84	16	83	100	70	13	10	630
SPECIAL EDUCATION STUDENTS, 1990-91	9-12	62	38	30	33	37	47	5	72	98	3	1982

ATTACHMENT 8
(1 of 31)

GENESYS CROSS-PROGRAM COMPARISON
SPRING, 1991
TABLE 2 - PROGRESS INDICATORS

08/04/91

PROGRAM	GRADE LEVELS	ATTENDANCE								DISCIPLINE							
		FALL 89		SPRING 90		FALL 90		SPRING 91		FALL 89		SPRING 90		FALL 90		SPRING 91	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
ANDREWS ENROLLMENT ON OR BY 10/5/90	EK-5	476	95.5	496	96.0	745	96.1	719	94.8	1	0.1	8	1.1	1	0.1	1	0.1
ANDREWS VALID ROSE 1990/1991 AT SAME SCHOO	EK-5	124	96.6	124	96.9	124	97.7	124	95.8	1	0.8	6	4.8	0	0.0	0	0.0
GALINDO ENROLLMENT ON OR BY 10/5/90	EK-5	469	95.9	484	95.5	691	95.9	664	94.4	5	0.7	13	1.9	2	0.3	5	0.7
GALINDO VALID ROSE 1990/1991 AT SAME SCHOO	EK-5	129	96.9	131	96.1	131	97.4	131	95.5	0	0.0	6	4.6	2	1.5	1	0.8
LANGFORD ENROLLMENT ON OR BY 10/5/90	EK-5	349	95.9	357	94.6	546	95.4	516	94.3	1	0.2	3	0.5	0	0.0	0	0.0
LANGFORD VALID ROSE 1990/1991 AT SAME SCHO	EK-5	91	97.5	91	96.1	91	97.0	91	96.2	0	0.0	0	0.0	0	0.0	0	0.0
COMMUNITY MENTOR PROGRAM, 1990-91	EK-6	310	96.5	312	95.9	357	97.1	358	96.1	0	0.0	0	0.0	0	0.0	0	0.0
PATTON ENROLLMENT ON OR BY 10/5/90	K-5	793	96.9	807	96.8	1026	98.6	998	99.4	0	0.0	0	0.0	0	0.0	0	0.0
PATTON VALID ROSE 1990/1991 AT SAME SCHOOL	K-5	352	97.3	353	97.4	353	98.8	353	99.5	0	0.0	0	0.0	0	0.0	0	0.0
LEP PARENT DENIALS, 1990-91, GRADES K-6	K-6	177	95.2	183	95.1	239	96.0	247	94.9	1	0.4	2	0.8	2	0.8	1	0.4
SERVED LEP STUDENTS, 1990-91, GRADES K-6	K-6	2365	96.3	2434	96.3	3999	96.4	4141	95.8	2	0.0	4	0.1	6	0.1	8	0.2
TEACH AND REACH, MATH SERVED, 1990-91	K-6	559	96.8	569	96.1	602	97.1	589	95.9	0	0.0	2	0.3	1	0.2	5	0.8
TEACH AND REACH, READING SERVED, 1990-91	K-6	604	96.6	608	95.8	649	96.8	629	95.9	0	0.0	4	0.6	5	0.7	6	0.9
SPECIAL EDUCATION STUDENTS, 1990-91	PK-6	3456	95.4	3547	95.0	4258	95.8	4112	94.8	20	0.5	31	0.7	36	0.8	31	0.7
GIFTED AND TALENTED STUDENTS, 1990-91	2-6	4439	97.3	4458	97.0	4630	97.8	4634	96.8	2	0.0	6	0.1	8	0.2	8	0.2
'89 MIDDLE SCHOOL 6TH GRADERS - LOW MATH -	6-8	780	94.8	765	92.4	731	92.6	709	89.7	60	7.4	63	7.7	62	7.6	72	8.8
GIFTED AND TALENTED STUDENTS, 1990-91	6-8	3503	97.3	3528	96.7	3821	97.1	3837	95.7	25	0.7	24	0.6	37	1.0	58	1.5
LEP PARENT DENIALS, 1990-91, GRADES 6-8	6-8	175	94.7	175	92.2	184	91.5	184	87.6	10	5.3	11	5.9	23	12.3	25	13.4
SERVED LEP STUDENTS, 1990-91, GRADES 6-8	6-8	441	95.8	470	94.0	599	94.0	615	92.6	23	3.7	45	7.2	45	7.2	59	9.5
SPECIAL EDUCATION STUDENTS, 1990-91	6-8	1430	93.8	1463	91.9	1576	91.4	1485	90.0	139	8.8	130	8.2	155	9.8	193	12.2
KEALING MAGNET, 1990-91	7-8	410	97.5	408	96.8	434	97.3	437	96.4	4	0.9	0	0.0	0	0.0	1	0.2
BP - AUSTIN-BLOCK COURSES, FALL, 1990	9	21	89.6	21	84.0	21	79.9	20	76.0	4	19.0	7	33.3	3	14.3	2	9.5
BP - CROCKETT-SUCCESS, FALL, 1990	9	86	96.0	87	92.4	89	91.8	86	89.2	5	5.6	7	7.9	2	2.2	4	4.5
BP - JOHNSTON-RENAISSANCE, FALL, 1990	9	134	94.7	137	90.6	137	88.6	126	85.2	10	7.3	11	8.0	18	13.1	11	8.0
BP - LANIER-CONNECTIONS, FALL, 1990	9	21	93.3	21	85.9	22	81.5	15	79.1	5	22.7	3	13.6	5	22.7	4	18.2
PROJECT FIRST AT CROCKETT, 1990-91	9	100	96.2	101	93.1	103	92.4	100	90.0	5	4.9	7	6.8	2	1.9	4	3.9
PROJECT FIRST AT MCCALLUM, 1990-91	9	215	85.3	210	80.1	241	78.2	194	76.3	28	11.6	28	11.6	19	7.9	17	7.1
BP - REAGAN-BLOCK COURSES, FALL, 1990	9-10	39	88.1	38	85.4	43	82.8	39	77.6	5	11.6	9	20.9	10	23.3	7	16.3
BP - TRAVIS-EXCEL, FALL, 1990	9-10	52	83.8	50	80.0	53	83.5	48	74.2	8	15.1	6	11.3	7	13.2	8	15.1
CVAE SENIOR HIGH, FALL, 1990	9-12	425	86.4	414	80.6	475	78.2	368	79.2	54	11.3	56	11.7	46	9.6	27	5.7
GIFTED AND TALENTED STUDENTS, 1990-91	9-12	4789	97.2	4848	96.3	5185	96.5	5218	95.1	38	0.7	41	0.8	36	0.7	79	1.5
LEP PARENT DENIALS, 1990-91, GRADES 9-12	9-12	233	93.6	234	90.4	258	90.5	263	85.5	28	10.6	23	8.7	16	6.1	20	7.6
LIBERAL ARTS ACADEMY AT JOHNSTON, 1990-91	9-12	211	97.3	212	95.8	225	96.6	226	95.6	3	1.3	0	0.0	2	0.9	1	0.4
MENTOR HIGH SCHOOLS, FALL, 1990	9-12	57	91.5	57	88.1	61	90.7	61	84.2	3	4.7	2	3.1	3	4.7	7	10.9
PEAK PROGRAM HIGH SCHOOL, FALL, 1990	9-12	48	86.0	47	79.0	54	78.4	44	79.4	7	13.0	3	5.6	8	14.8	3	5.6
PROJECT TOUCH AT CROCKETT, FALL, 1990	9-12	46	90.5	49	89.2	53	82.2	46	82.3	3	5.7	3	5.7	1	1.9	3	5.7
SCIENCE ACADEMY AT LBJ, 1990-91	9-12	567	97.2	568	96.3	589	97.3	589	96.3	5	0.8	6	1.0	3	0.5	13	2.2
SERVED LEP STUDENTS, 1990-91, GRADES 9-12	9-12	432	93.3	452	91.3	583	92.2	628	88.8	30	4.8	31	4.9	37	5.9	21	3.3
SPECIAL EDUCATION STUDENTS, 1990-91	9-12	1784	89.8	1786	86.4	1935	86.3	1707	87.0	227	11.5	211	10.6	184	9.3	147	7.4

GENESYS CROSS-PROGRAM COMPARISON
SPRING, 1991
TABLE 3 - PROGRESS INDICATORS

PROGRAM	GRADE LEVELS	CREDITS EARNED FALL 89 N	%	SPRING 90 N	%	FALL 90 N	%	SPRING 91 N	%	NG'S FALL 89 N	%	SPRING 90 N	%	FALL 90 N	%	SPRING 91 N	%
ANDREWS ENROLLMENT ON OR BY 10/5/90	EK-5	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
ANDREWS VALID ROSE 1990/1991 AT SAME SCHOO	EK-5	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
GALINDO ENROLLMENT ON OR BY 10/5/90	EK-5	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
GALINDO VALID ROSE 1990/1991 AT SAME SCHOO	EK-5	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
LANGFORD ENROLLMENT ON OR BY 10/5/90	EK-5	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
LANGFORD VALID ROSE 1990/1991 AT SAME SCHO	EK-5	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
COMMUNITY MENTOR PROGRAM, 1990-91	EK-6	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
PATTON ENROLLMENT ON OR BY 10/5/90	K-5	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
PATTON VALID ROSE 1990/1991 AT SAME SCHOOL	K-5	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
LEP PARENT DENIALS, 1990-91, GRADES K-6	K-6	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
SERVED LEP STUDENTS, 1990-91, GRADES K-6	K-6	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
TEACH AND REACH, MATH SERVED, 1990-91	K-6	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
TEACH AND REACH, READING SERVED, 1990-91	K-6	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
SPECIAL EDUCATION STUDENTS, 1990-91	PK-6	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
GIFTED AND TALENTED STUDENTS, 1990-91	2-6	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
'89 MIDDLE SCHOOL 6TH GRADERS - LOW MATH -	6-8	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
GIFTED AND TALENTED STUDENTS, 1990-91	6-8	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
LEP PARENT DENIALS, 1990-91, GRADES 6-8	6-8	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
SERVED LEP STUDENTS, 1990-91, GRADES 6-8	6-8	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
SPECIAL EDUCATION STUDENTS, 1990-91	6-8	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
KEALING MAGNET, 1990-91	7-8	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
BP - AUSTIN-BLOCK COURSES, FALL, 1990	9	.	.	.	.	21	1.2	16	0.5	.	.	.	.	21	1.14	16	1.44
BP - CROCKETT-SUCCESS, FALL, 1990	9	.	.	.	.	88	2.4	81	2.2	.	.	.	.	88	0.23	81	0.48
BP - JOHNSTON-RENAISSANCE, FALL, 1990	9	.	.	.	.	137	1.6	124	1.5	.	.	.	.	137	0.31	124	0.77
BP - LANIER-CONNECTIONS, FALL, 1990	9	.	.	.	.	16	1.7	13	1.5	.	.	.	.	16	0.44	13	0.23
PROJECT FIRST AT CROCKETT, 1990-91	9	.	.	.	.	102	2.4	95	2.2	.	.	.	.	102	0.22	95	0.45
PROJECT FIRST AT MCCALLUM, 1990-91	9	115	1.0	106	0.9	203	1.5	172	1.2	115	0.51	106	0.53	203	0.47	172	0.69
BP - REAGAN-BLOCK COURSES, FALL, 1990	9-10	21	1.2	19	1.2	42	1.4	34	1.2	21	0.00	19	0.00	42	0.29	34	0.56
BP - TRAVIS-EXCEL, FALL, 1990	9-10	23	0.8	21	0.4	49	1.6	43	0.8	23	0.87	21	1.14	49	1.04	43	1.70
CVAE SENIOR HIGH, FALL, 1990	9-12	367	1.7	360	1.6	433	1.6	309	1.4	367	0.37	360	0.34	433	0.40	309	0.65
GIFTED AND TALENTED STUDENTS, 1990-91	9-12	3874	3.0	3884	3.0	5218	2.9	5185	2.8	3874	0.01	3884	0.02	5218	0.04	5185	0.18
LEP PARENT DENIALS, 1990-91, GRADES 9-12	9-12	176	2.3	179	2.3	251	2.1	252	1.8	176	0.34	179	0.22	251	0.31	252	0.47
LIBERAL ARTS ACADEMY AT JOHNSTON, 1990-91	9-12	132	3.3	135	3.3	225	3.2	226	3.2	132	0.08	135	0.01	225	0.05	226	0.15
MENTOR HIGH SCHOOLS, FALL, 1990	9-12	29	2.1	28	2.2	60	2.0	56	1.5	29	0.59	28	0.14	60	0.40	56	1.05
PEAK PROGRAM HIGH SCHOOL, FALL, 1990	9-12	23	0.9	24	1.0	46	1.5	37	1.6	23	0.43	24	0.38	46	0.50	37	0.41
PROJECT TOUCH AT CROCKETT, FALL, 1990	9-12	27	1.6	25	1.3	50	1.5	41	1.3	27	0.41	25	0.40	50	0.24	41	1.07
SCIENCE ACADEMY AT LBJ, 1990-91	9-12	416	3.3	416	3.4	590	3.3	589	3.2	416	0.00	416	0.01	590	0.03	589	0.17
SERVED LEP STUDENTS, 1990-91, GRADES 9-12	9-12	317	2.4	329	2.3	580	2.2	595	1.9	317	0.17	329	0.26	580	0.24	595	0.69
SPECIAL EDUCATION STUDENTS, 1990-91	9-12	1199	2.2	1166	2.1	1588	2.1	1391	2.0	1199	0.32	1166	0.30	1588	0.34	1391	0.64

BEST COPY AVAILABLE

GENESYS CROSS-PROGRAM COMPARISON
SPRING, 1991
TABLE 4 - PROGRESS INDICATORS

08/04/91

PROGRAM	GRADE LEVELS	F'S								GPA'S							
		FALL 89		SPRING 90		FALL 90		SPRING 91		FALL 89		SPRING 90		FALL 90		SPRING 91	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
ANDREWS ENROLLMENT ON OR BY 10/5/90	EK-5	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
ANDREWS VALID ROSE 1990/1991 AT SAME SCHOO	EK-5	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
GALINDO ENROLLMENT ON OR BY 10/5/90	EK-5	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
GALINDO VALID ROSE 1990/1991 AT SAME SCHOO	EK-5	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
LANGFORD ENROLLMENT ON OR BY 10/5/90	EK-5	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
LANGFORD VALID ROSE 1990/1991 AT SAME SCHO	EK-5	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
COMMUNITY MENTOR PROGRAM, 1990-91	EK-6	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
PATTON ENROLLMENT ON OR BY 10/5/90	K-5	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
PATTON VALID ROSE 1990/1991 AT SAME SCHOOL	K-5	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
LEP PARENT DENIALS, 1990-91, GRADES K-6	K-6	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
SERVED LEP STUDENTS, 1990-91, GRADES K-6	K-6	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
TEACH AND REACH, MATH SERVED, 1990-91	K-6	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
TEACH AND REACH, READING SERVED, 1990-91	K-6	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
SPECIAL EDUCATION STUDENTS, 1990-91	PK-6	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
GIFTED AND TALENTED STUDENTS, 1990-91	2-6	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
'89 MIDDLE SCHOOL 6TH GRADERS - LOW MATH -	6-8	749	0.93	709	0.96	678	1.00	639	1.10	753	79.4	731	79.2	685	80.1	646	79.8
GIFTED AND TALENTED STUDENTS, 1990-91	6-8	2366	0.07	2359	0.08	3811	0.11	3785	0.19	2366	90.1	2360	89.8	3811	89.5	3785	89.0
LEP PARENT DENIALS, 1990-91, GRADES 6-8	6-8	114	0.79	107	1.03	175	1.18	161	1.10	116	80.1	115	79.3	177	79.4	163	79.7
SERVED LEP STUDENTS, 1990-91, GRADES 6-8	6-8	260	0.83	246	0.66	599	0.67	580	0.61	263	80.6	257	82.4	601	82.0	581	83.3
SPECIAL EDUCATION STUDENTS, 1990-91	6-8	879	0.84	814	0.73	1383	0.72	1304	0.67	883	79.8	841	80.5	1401	80.9	1314	81.3
KEALING MAGNET, 1990-91	7-8	320	0.16	318	0.13	437	0.23	435	0.41	320	89.2	318	89.1	437	86.7	435	86.0
BP - AUSTIN-BLOCK COURSES, FALL, 1990	9	.	.	.	.	21	2.62	16	3.00	.	.	.	.	21	68.7	16	59.4
BP - CROCKETT-SUCCESS, FALL, 1990	9	.	.	.	.	88	0.98	81	1.01	.	.	.	.	88	77.5	81	75.3
BP - JOHNSTON-RENAISSANCE, FALL, 1990	9	.	.	.	.	137	2.44	124	1.97	.	.	.	.	137	69.8	123	71.2
BP - LANIER-CONNECTIONS, FALL, 1990	9	.	.	.	.	16	2.19	13	2.46	.	.	.	.	16	69.5	13	69.2
PROJECT FIRST AT CROCKETT, 1990-91	9	.	.	.	.	102	0.96	95	0.98	.	.	.	.	102	77.9	95	76.2
PROJECT FIRST AT MCCALLUM, 1990-91	9	115	3.32	106	3.39	203	2.19	172	2.30	110	63.1	105	61.9	198	68.3	160	67.5
BP - REAGAN-BLOCK COURSES, FALL, 1990	9-10	21	3.57	19	3.58	42	2.62	34	2.76	21	64.5	19	65.5	42	69.1	34	66.0
BP - TRAVIS-EXCEL, FALL, 1990	9-10	23	3.04	21	3.24	49	1.37	43	2.14	23	63.4	20	59.7	46	72.6	40	67.1
CVAE SENIOR HIGH, FALL, 1990	9-12	367	1.92	360	2.21	433	1.62	309	1.38	362	71.1	358	68.5	420	69.2	286	70.5
GIFTED AND TALENTED STUDENTS, 1990-91	9-12	3874	0.16	3884	0.18	5218	0.25	5185	0.26	3873	86.6	3883	86.5	5211	86.2	5171	86.0
LEP PARENT DENIALS, 1990-91, GRADES 9-12	9-12	176	0.97	179	1.11	251	1.27	252	1.48	174	77.6	178	77.3	249	75.8	249	73.6
LIBERAL ARTS ACADEMY AT JOHNSTON, 1990-91	9-12	132	0.14	135	0.17	225	0.20	226	0.23	132	86.9	135	87.2	225	86.1	226	86.1
MENTOR HIGH SCHOOLS, FALL, 1990	9-12	29	1.17	28	1.11	60	1.52	56	1.68	29	76.3	28	75.8	59	74.6	53	73.5
PEAK PROGRAM HIGH SCHOOL, FALL, 1990	9-12	23	3.43	24	3.54	46	2.48	37	2.00	23	63.3	24	62.0	46	68.6	36	69.6
PROJECT TOUCH AT CROCKETT, FALL, 1990	9-12	27	2.22	25	2.80	50	2.26	41	1.98	26	70.3	25	66.6	50	68.1	39	68.6
SCIENCE ACADEMY AT LBJ, 1990-91	9-12	416	0.19	416	0.12	590	0.21	589	0.17	416	86.8	416	87.3	590	87.2	589	87.2
SERVED LEP STUDENTS, 1990-91, GRADES 9-12	9-12	317	0.99	329	1.11	580	1.14	595	1.29	315	78.6	328	77.9	575	77.6	585	76.1
SPECIAL EDUCATION STUDENTS, 1990-91	9-12	1199	1.24	1166	1.32	1588	1.28	1391	1.02	1187	75.7	1160	75.3	1569	76.0	1342	77.0

ATTACHMENT 8
(Page 4 of 31)

GENESYS CROSS-PROGRAM COMPARISON
SPRING, 1991
TABLE 5 - PROGRESS INDICATORS

08/04/91

PROGRAM	GRADE LEVELS	6TH 6 WKS DROPOUTS %	END-OF-YEAR RETAINEES %	BEGINNING-OF-YEAR RETAINEES %
ANDREWS ENROLLMENT ON OR BY 10/5/90	EK-5	0.0	0.3	
ANDREWS VALID ROSE 1990/1991 AT SAME SCHOOL	EK-5	0.0	0.0	
GALINDO ENROLLMENT ON OR BY 10/5/90	EK-5	0.0	1.4	
GALINDO VALID ROSE 1990/1991 AT SAME SCHOOL	EK-5	0.0	0.8	
LANGFORD ENROLLMENT ON OR BY 10/5/90	EK-5	0.0	0.9	
LANGFORD VALID ROSE 1990/1991 AT SAME SCHOOL	EK-5	0.0	0.0	
COMMUNITY MENTOR PROGRAM, 1990-91	EK-6	0.0	1.9	
PATTON ENROLLMENT ON OR BY 10/5/90	K-5	0.0	2.1	
PATTON VALID ROSE 1990/1991 AT SAME SCHOOL	K-5	0.0	0.0	
LEP PARENT DENIALS, 1990-91, GRADES K-6	K-6	0.0	1.2	
SERVED LEP STUDENTS, 1990-91, GRADES K-6	K-6	0.0	1.8	
TEACH AND REACH, MATH SERVED, 1990-91	K-6	0.0	0.3	
TEACH AND REACH, READING SERVED, 1990-91	K-6	0.0	0.3	
SPECIAL EDUCATION STUDENTS, 1990-91	PK-6	0.0	1.2	
GIFTED AND TALENTED STUDENTS, 1990-91	2-6	0.0	0.0	
'89 MIDDLE SCHOOL 6TH GRADERS - LOW MATH - 88-89	6-8	2.9	5.4	
GIFTED AND TALENTED STUDENTS, 1990-91	6-8	0.2	0.4	
LEP PARENT DENIALS, 1990-91, GRADES 6-8	6-8	4.3	8.0	
SERVED LEP STUDENTS, 1990-91, GRADES 6-8	6-8	2.9	4.8	
SPECIAL EDUCATION STUDENTS, 1990-91	6-8	3.9	2.6	
KEALING MAGNET, 1990-91	7-8	0.0	0.2	
BP - AUSTIN-BLOCK COURSES, FALL, 1990	9	28.6	38.1	
BP - CROCKETT-SUCCESS, FALL, 1990	9	7.9	10.1	
BP - JOHNSTON-RENAISSANCE, FALL, 1990	9	15.3	16.8	
BP - LANIER-CONNECTIONS, FALL, 1990	9	27.3	22.7	
PROJECT FIRST AT CROCKETT, 1990-91	9	6.8	9.7	
PROJECT FIRST AT MCCALLUM, 1990-91	9	22.0	18.3	
BP - REAGAN-BLOCK COURSES, FALL, 1990	9-10	14.0	14.0	
BP - TRAVIS-EXCEL, FALL, 1990	9-10	18.9	22.6	
CVAE SENIOR HIGH, FALL, 1990	9-12	27.7	11.1	
GIFTED AND TALENTED STUDENTS, 1990-91	9-12	0.6	1.4	
LEP PARENT DENIALS, 1990-91, GRADES 9-12	9-12	8.0	13.6	
LIBERAL ARTS ACADEMY AT JOHNSTON, 1990-91	9-12	0.0	0.9	
MENTOR HIGH SCHOOLS, FALL, 1990	9-12	4.7	14.1	
PEAK PROGRAM HIGH SCHOOL, FALL, 1990	9-12	27.8	20.4	
PROJECT TOUCH AT CROCKETT, FALL, 1990	9-12	17.0	13.2	
SCIENCE ACADEMY AT LBJ, 1990-91	9-12	0.2	0.7	
SERVED LEP STUDENTS, 1990-91, GRADES 9-12	9-12	5.4	14.0	
SPECIAL EDUCATION STUDENTS, 1990-91	9-12	14.2	8.6	

ATTACHMENT 8
(Page 5 of 31)

GENESYS CROSS-PROGRAM COMPARISON
SPRING, 1991
TABLE 6 - ACHIEVEMENT INDICATORS
ITBS/TAP MEDIAN PERCENTILES
READING COMPREHENSION

08/04/91

90.39

PROGRAM	GRADE LEVELS	GRADE 1		2		3		4		5		6		7		8		9		10		11		12	
		N	%ILE	N	%ILE	N	%ILE	N	%ILE	N	%ILE	N	%ILE	N	%ILE	N	%ILE	N	%ILE	N	%ILE	N	%ILE	N	%ILE
ANDREWS ENROLLMENT ON OR BY 10	EK-5	91	42	88	32	108	27	103	25	88	20	.	.	.	.	.	.	.	.	.	.	.	.	.	.
ANDREWS VALID ROSE 1990/1991 A	EK-5	.	.	.	.	38	41	45	42	40	27	.	.	.	.	.	.	.	.	.	.	.	.	.	.
GALINDO ENROLLMENT ON OR BY 10	EK-5	114	51	81	50	100	37	77	43	72	36	.	.	.	.	.	.	.	.	.	.	.	.	.	.
GALINDO VALID ROSE 1990/1991 A	EK-5	.	.	3	45	46	49	43	53	39	37	.	.	.	.	.	.	.	.	.	.	.	.	.	.
LANGFORD ENROLLMENT ON OR BY 1	EK-5	62	36	82	35	64	42	63	30	54	52	.	.	.	.	.	.	.	.	.	.	.	.	.	.
LANGFORD VALID ROSE 1990/1991	EK-5	.	.	.	.	28	36	34	41	29	62	.	.	.	.	.	.	.	.	.	.	.	.	.	.
COMMUNITY MENTOR PROGRAM, 1990	EK-6	20	15	126	24	117	25	20	38	14	31	.	.	.	.	.	.	.	.	.	.	.	.	.	.
PATTON ENROLLMENT ON OR BY 10/	K-5	160	74	156	79	157	67	154	65	170	67	.	.	.	.	.	.	.	.	.	.	.	.	.	.
PATTON VALID ROSE 1990/1991 AT	K-5	.	.	1	20	110	70	121	66	121	67	.	.	.	.	.	.	.	.	.	.	.	.	.	.
LEP PARENT DENIALS, 1990-91, G	K-6	47	34	35	28	29	21	28	17	24	14	3	16	.	.	.	.	.	.	.	.	.	.	.	.
SERVED LEP STUDENTS, 1990-91,	K-6	445	23	468	20	397	22	331	14	272	13	49	11	.	.	.	.	.	.	.	.	.	.	.	.
TEACH AND REACH, MATH SERVED,	K-6	.	.	30	29	195	32	117	25	216	27	.	.	.	.	.	.	.	.	.	.	.	.	.	.
TEACH AND REACH, READING SERVE	K-6	2	44	86	28	119	31	189	25	188	27	.	.	.	.	.	.	.	.	.	.	.	.	.	.
SPECIAL EDUCATION STUDENTS, 19	PK-6	229	26	256	27	292	25	251	23	211	25	26	26	1	44	.	.	.	.	.	.	.	.	.	.
GIFTED AND TALENTED STUDENTS,	2-6	.	.	828	86	1050	79	1313	76	1228	78	139	79	.	.	.	.	.	.	.	.	.	.	.	.
'89 MIDDLE SCHOOL 6TH GRADERS	6-8	.	.	.	.	.	.	.	.	.	.	2	16	55	23	585	30	2	47	.	.	.	.	.	.
GIFTED AND TALENTED STUDENTS,	6-8	.	.	.	.	.	.	.	.	.	.	991	76	1389	76	1386	80	11	85	.	.	.	.	9	86
LEP PARENT DENIALS, 1990-91, G	6-8	.	.	.	.	.	.	.	.	.	.	38	24	63	13	52	15	.	.	.	.	.	.	.	.
SERVED LEP STUDENTS, 1990-91,	6-8	.	.	.	.	.	.	.	.	.	.	175	9	162	10	154	10	.	.	.	.	.	.	.	.
SPECIAL EDUCATION STUDENTS, 19	6-8	.	.	.	.	.	.	.	.	.	.	201	16	233	15	233	17	.	.	.	.	.	.	.	.
KEALING MAGNET, 1990-91	7-8	.	.	.	.	.	.	.	.	.	.	.	.	224	82	207	89	.	.	.	.	.	.	.	.
BP - AUSTIN-BLOCK COURSES, FAL	9	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	10	19	.	.	.	.	.	.
BP - CROCKETT-SUCCESS, FALL, 1	9	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	71	33	.	.	.	.	.	.
BP - JOHNSTON-RENAISSANCE, FAL	9	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	100	23	.	.	.	.	.	.
BP - LANIER-CONNECTIONS, FALL,	9	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	10	12	.	.	.	.	.	.
PROJECT FIRST AT CROCKETT, 199	9	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	85	33	.	.	.	.	.	.
PROJECT FIRST AT MCCALLUM, 199	9	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	97	26	12	31	1	73	.	.
BP - REAGAN-BLOCK COURSES, FAL	9-10	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	24	20	1	46	.	.	.	.
BP - TRAVIS-EXCEL, FALL, 1990	9-10	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	29	39	1	46	.	.	.	.
CVAE SENIOR HIGH, FALL, 1990	9-12	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	72	30	50	28	30	17	25	19
GIFTED AND TALENTED STUDENTS,	9-12	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	1284	78	1358	80	1253	78	1084	73
LEP PARENT DENIALS, 1990-91, G	9-12	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	63	19	39	20	33	15	45	19
LIBERAL ARTS ACADEMY AT JOHNST	9-12	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	86	79	77	82	57	88	1	65
MENTOR HIGH SCHOOLS, FALL, 199	9-12	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	25	31	3	51	10	49	7	59
PEAK PROGRAM HIGH SCHOOL, FALL	9-12	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	23	41	3	39	2	27	2	17
PROJECT TOUCH AT CROCKETT, FAL	9-12	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	31	51	2	69	.	.	1	38
SCIENCE ACADEMY AT LBJ, 1990-9	9-12	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	168	83	168	87	126	85	110	78
SERVED LEP STUDENTS, 1990-91,	9-12	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	216	6	125	9	86	7	50	18
SPECIAL EDUCATION STUDENTS, 19	9-12	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	257	20	161	23	99	20	77	19

GENESYS CROSS-PROGRAM COMPARISON
SPRING, 1991
TABLE 7 - ACHIEVEMENT INDICATORS
ITBS/TAP MEDIAN PERCENTILES
MATH TOTAL

08/04/91

		GRADE																							
	GRADE	1		2		3		4		5		6		7		8		9		10		11		12	
PROGRAM	LEVELS	N	%ILE	N	%ILE	N	%ILE	N	%ILE	N	%ILE	N	%ILE	N	%ILE	N	%ILE	N	%ILE	N	%ILE	N	%ILE	N	%ILE
ANDREWS ENROLLMENT ON OR BY 10	EK-5	92	56	87	47	107	31	101	27	88	22	.	.	.	.	.	.	.	.	.	.	.	.	.	.
ANDREWS VALID ROSE 1990/1991 A	EK-5	.	.	.	.	38	43	45	43	40	35	.	.	.	.	.	.	.	.	.	.	.	.	.	.
GALINDO ENROLLMENT ON OR BY 10	EK-5	114	56	81	70	102	51	77	50	73	39	.	.	.	.	.	.	.	.	.	.	.	.	.	.
GALINDO VALID ROSE 1990/1991 A	EK-5	.	.	3	68	46	63	43	51	39	37	.	.	.	.	.	.	.	.	.	.	.	.	.	.
LANGFORD ENROLLMENT ON OR BY 1	EK-5	61	41	82	43	63	46	63	33	56	41	.	.	.	.	.	.	.	.	.	.	.	.	.	.
LANGFORD VALID ROSE 1990/1991	EK-5	.	.	.	.	27	50	34	39	29	56	.	.	.	.	.	.	.	.	.	.	.	.	.	.
COMMUNITY MENTOR PROGRAM, 1990	EK-6	22	30	133	38	126	24	22	41	16	31	.	.	.	.	.	.	.	.	.	.	.	.	.	.
PATTON ENROLLMENT ON OR BY 10/	K-5	160	75	159	84	157	75	154	70	171	74	.	.	.	.	.	.	.	.	.	.	.	.	.	.
PATTON VALID ROSE 1990/1991 AT	K-5	.	.	1	82	110	76	121	69	121	77	.	.	.	.	.	.	.	.	.	.	.	.	.	.
LEP PARENT DENIALS, 1990-91, G	K-6	48	43	37	48	30	17	29	12	26	21	4	18	.	.	.	.	.	.	.	.	.	.	.	.
SERVED LEP STUDENTS, 1990-91,	K-6	545	33	522	44	408	26	343	23	287	24	49	19	.	.	.	.	.	.	.	.	.	.	.	.
TEACH AND REACH, MATH SERVED,	K-6	.	.	31	39	196	35	119	25	215	27	.	.	.	.	.	.	.	.	.	.	.	.	.	.
TEACH AND REACH, READING SERVE	K-6	2	37	87	36	119	35	191	31	187	28	.	.	.	.	.	.	.	.	.	.	.	.	.	.
SPECIAL EDUCATION STUDENTS, 19	PK-6	261	30	313	39	346	22	303	21	245	18	26	31	1	44	.	.	.	.	.	.	.	.	.	.
GIFTED AND TALENTED STUDENTS,	2-6	.	.	830	93	1052	86	1315	88	1231	85	139	83	.	.	.	.	.	.	.	.	.	.	.	.
'89 MIDDLE SCHOOL 6TH GRADERS	6-8	.	.	.	.	.	.	.	.	.	.	1	1	55	18	580	18	3	11	.	.	.	.	.	.
GIFTED AND TALENTED STUDENTS,	6-8	.	.	.	.	.	.	.	.	.	.	991	82	1389	77	1379	76	11	78	.	.	.	.	9	97
LEP PARENT DENIALS, 1990-91, G	6-8	.	.	.	.	.	.	.	.	.	.	38	27	64	18	52	19	.	.	.	.	.	.	.	.
SERVED LEP STUDENTS, 1990-91,	6-8	.	.	.	.	.	.	.	.	.	.	175	13	165	11	154	13	.	.	.	.	.	.	.	.
SPECIAL EDUCATION STUDENTS, 19	6-8	.	.	.	.	.	.	.	.	.	.	214	14	245	11	229	14	.	.	.	.	.	.	.	.
KEALING MAGNET, 1990-91	7-8	.	.	.	.	.	.	.	.	.	.	.	.	226	86	207	87	.	.	.	.	.	.	.	.
BP - AUSTIN-BLOCK COURSES, FAL	9	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	11	16	.	.	.	.	.	.
BP - CROCKETT-SUCCESS, FALL, 1	9	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	71	28	.	.	.	.	.	.
BP - JOHNSTON-RENAISSANCE, FAL	9	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	102	20	.	.	.	.	.	.
BP - LANIER-CONNECTIONS, FALL,	9	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	10	11	.	.	.	.	.	.
PROJECT FIRST AT CROCKETT, 199	9	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	85	33	.	.	.	.	.	.
PROJECT FIRST AT MCCALLUM, 199	9	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	98	22	13	32	1	49	.	.
BP - REAGAN-BLOCK COURSES, FAL	9-10	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	25	12	1	69	.	.	.	.
BP - TRAVIS-EXCEL, FALL, 1990	9-10	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	30	23	1	67	.	.	.	.
CVAE SENIOR HIGH, FALL, 1990	9-12	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	76	18	51	21	29	15	25	23
GIFTED AND TALENTED STUDENTS,	9-12	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	1288	75	1356	79	1252	81	1088	76
LEP PARENT DENIALS, 1990-91, G	9-12	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	67	19	39	23	34	27	46	34
LIBERAL ARTS ACADEMY AT JOHNST	9-12	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	87	71	77	70	57	83	1	86
MENTOR HIGH SCHOOLS, FALL, 199	9-12	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	25	20	3	49	10	42	7	70
PEAK PROGRAM HIGH SCHOOL, FALL	9-12	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	23	20	3	38	2	51	2	7
PROJECT TOUCH AT CROCKETT, FAL	9-12	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	31	48	2	71	.	.	1	33
SCIENCE ACADEMY AT LBJ, 1990-9	9-12	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	168	83	168	87	125	89	108	91
SERVED LEP STUDENTS, 1990-91,	9-12	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	219	14	126	16	88	24	51	29
SPECIAL EDUCATION STUDENTS, 19	9-12	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	259	15	164	13	99	16	78	16

GENESYS CROSS-PROGRAM COMPARISON
SPRING, 1991
TABLE 8 - ACHIEVEMENT INDICATORS
ITBS/TAP MEDIAN PERCENTILES
COMPOSITE

08/04/91

		GRADE																							
	GRADE	1		2		3		4		5		6		7		8		9		10		11		12	
PROGRAM	LEVELS	N	%ILE	N	%ILE	N	%ILE	N	%ILE	N	%ILE	N	%ILE	N	%ILE	N	%ILE	N	%ILE	N	%ILE	N	%ILE	N	%ILE
ANDREWS ENROLLMENT ON OR BY 10	EK-5	91	53	86	37	107	32	98	26	88	22	.	.	.	.	.	.	.	.	.	.	.	.	.	.
ANDREWS VALID ROSE 1990/1991 A	EK-5	.	.	.	.	38	49	45	42	40	33	.	.	.	.	.	.	.	.	.	.	.	.	.	.
GALINDO ENROLLMENT ON OR BY 10	EK-5	114	55	81	58	98	50	77	50	72	35	.	.	.	.	.	.	.	.	.	.	.	.	.	.
GALINDO VALID ROSE 1990/1991 A	EK-5	.	.	3	53	46	58	43	58	39	34	.	.	.	.	.	.	.	.	.	.	.	.	.	.
LANGFORD ENROLLMENT ON OR BY 1	EK-5	61	35	82	39	61	55	61	36	53	48	.	.	.	.	.	.	.	.	.	.	.	.	.	.
LANGFORD VALID ROSE 1990/1991	EK-5	.	.	.	.	27	52	34	45	29	59	.	.	.	.	.	.	.	.	.	.	.	.	.	.
COMMUNITY MENTOR PROGRAM, 1990	EK-6	18	26	126	22	114	27	20	41	14	26	.	.	.	.	.	.	.	.	.	.	.	.	.	.
PATTON ENROLLMENT ON OR BY 10/	K-5	159	78	156	83	153	78	152	71	168	75	.	.	.	.	.	.	.	.	.	.	.	.	.	.
PATTON VALID ROSE 1990/1991 AT	K-5	.	.	1	53	110	79	121	70	120	76	.	.	.	.	.	.	.	.	.	.	.	.	.	.
LEP PARENT DENIALS, 1990-91, G	K-6	47	39	35	36	28	15	27	20	24	18	3	11	.	.	.	.	.	.	.	.	.	.	.	.
SERVED LEP STUDENTS, 1990-91,	K-6	428	25	450	22	378	25	329	16	268	16	49	8	.	.	.	.	.	.	.	.	.	.	.	.
TEACH AND REACH, MATH SERVED,	K-6	.	.	30	39	190	37	115	31	215	26	.	.	.	.	.	.	.	.	.	.	.	.	.	.
TEACH AND REACH, READING SERVE	K-6	2	54	86	37	114	35	185	32	187	29	.	.	.	.	.	.	.	.	.	.	.	.	.	.
SPECIAL EDUCATION STUDENTS, 19	PK-6	22	31	250	32	269	27	229	21	198	21	25	27	1	41	.	.	.	.	.	.	.	.	.	.
GIFTED AND TALENTED STUDENTS,	2-6	.	.	826	92	1046	87	1307	85	1224	84	138	83	.	.	.	.	.	.	.	.	.	.	.	.
'89 MIDDLE SCHOOL 6TH GRADERS	6-8	.	.	.	.	.	.	.	.	.	.	1	3	51	21	561	25	1	79	.	.	.	.	.	.
GIFTED AND TALENTED STUDENTS,	6-8	.	.	.	.	.	.	.	.	.	.	987	82	1383	81	1370	82	11	87	.	.	.	.	9	90
LEP PARENT DENIALS, 1990-91, G	6-8	.	.	.	.	.	.	.	.	.	.	37	20	61	13	50	12	.	.	.	.	.	.	.	.
SERVED LEP STUDENTS, 1990-91,	6-8	.	.	.	.	.	.	.	.	.	.	168	5	158	5	149	7	.	.	.	.	.	.	.	.
SPECIAL EDUCATION STUDENTS, 19	6-8	.	.	.	.	.	.	.	.	.	.	189	13	214	11	214	16	.	.	.	.	.	.	.	.
KEALING MAGNET, 1990-91	7-8	.	.	.	.	.	.	.	.	.	.	.	.	224	86	205	90	.	.	.	.	.	.	.	.
BP - AUSTIN-BLOCK COURSES, FAL	9	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	9	21	.	.	.	.	.	.
BP - CROCKETT-SUCCESS, FALL, 1	9	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	65	32	.	.	.	.	.	.
BP - JOHNSTON-RENAISSANCE, FAL	9	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	94	22	.	.	.	.	.	.
BP - LANIER-CONNECTIONS, FALL,	9	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	9	11	.	.	.	.	.	.
PROJECT FIRST AT CROCKETT, 199	9	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	79	34	.	.	.	.	.	.
PROJECT FIRST AT MCCALLUM, 199	9	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	85	28	10	24	1	49	.	.
BP - REAGAN-BLOCK COURSES, FAL	9-10	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	22	18	1	59	.	.	.	.
BP - TRAVIS-EXCEL, FALL, 1990	9-10	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	23	31	1	37	.	.	.	.
CVAE SENIOR HIGH, FALL, 1990	9-12	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	62	28	45	24	26	13	23	23
GIFTED AND TALENTED STUDENTS,	9-12	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	1262	80	1330	80	1223	80	1044	73
LEP PARENT DENIALS, 1990-91, G	9-12	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	55	20	35	24	30	18	45	22
LIBERAL ARTS ACADEMY AT JOHNST	9-12	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	83	79	76	81	57	86	1	74
MENTOR HIGH SCHOOLS, FALL, 199	9-12	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	23	25	3	45	10	36	7	53
PEAK PROGRAM HIGH SCHOOL, FALL	9-12	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	21	31	2	43	2	21	2	12
PROJECT TOUCH AT CROCKETT, FAL	9-12	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	28	45	2	67	.	.	1	31
SCIENCE ACADEMY AT LBJ, 1990-9	9-12	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	165	84	164	87	123	89	104	85
SERVED LEP STUDENTS, 1990-91,	9-12	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	202	6	121	10	84	11	47	19
SPECIAL EDUCATION STUDENTS, 19	9-12	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	231	19	143	21	93	20	71	19

ATTACHMENT 8
(Page 8 of 31)

GENESYS CROSS-PROGRAM COMPARISON
SPRING, 1991
TABLE 9A - ACHIEVEMENT INDICATORS
ROSE RESULTS FOR READING
ELEMENTARY PROGRAMS

PROGRAM	GRADE	N	PRETEST GE	POSTTEST GE	GAIN	CRITICAL VALUE	OVER/UNDER ACTUAL	SIGNIFICANCE
ANDREWS ENROLLMENT ON OR BY 10/5/90	2	54	1.8	2.5	0.7	0.2	-.2	O
	3	54	2.5	3.5	1.0	0.2	0.3	+
	4	64	3.7	4.4	0.7	0.2	-.1	O
	5	54	4.0	4.8	0.7	0.2	-.1	O
	6	.	.	.	.	.	.	
ANDREWS VALID ROSE 1990/1991 AT SAME SCHOOL	2	.	.	.	.	.	.	
	3	37	2.7	3.7	1.0	0.2	0.3	+
	4	44	3.8	4.4	0.6	0.2	-.2	O
	5	40	4.0	4.7	0.8	0.2	-.1	O
	6	.	.	.	.	.	.	
GALINDO ENROLLMENT ON OR BY 10/5/90	2	55	1.9	3.1	1.1	0.2	0.1	O
	3	65	3.1	3.9	0.7	0.2	0.0	O
	4	53	3.7	4.7	1.0	0.2	0.0	O
	5	58	4.3	5.4	1.1	0.2	0.1	O
	6	.	.	.	.	.	.	
GALINDO VALID ROSE 1990/1991 AT SAME SCHOOL	2	3	1.6	2.7	1.1	0.8	0.1	*
	3	46	3.3	4.0	0.7	0.2	-.1	O
	4	43	3.8	4.8	1.0	0.2	0.1	O
	5	39	4.2	5.3	1.1	0.3	0.1	O
	6	.	.	.	.	.	.	
LANGFORD ENROLLMENT ON OR BY 10/5/90	2	59	1.8	2.7	0.9	0.2	-.1	O
	3	47	2.8	3.8	1.0	0.2	0.3	+
	4	46	3.6	4.3	0.7	0.2	-.2	O
	5	37	4.8	5.9	1.1	0.3	0.1	O
	6	.	.	.	.	.	.	
LANGFORD VALID ROSE 1990/1991 AT SAME SCHOOL	2	.	.	.	.	.	.	
	3	28	2.7	3.8	1.1	0.3	0.3	+
	4	34	3.7	4.6	0.8	0.3	-.1	O
	5	27	5.0	6.2	1.1	0.3	0.2	O
	6	.	.	.	.	.	.	
COMMUNITY MENTOR PROGRAM, 1990-91	2	84	1.4	2.2	0.9	0.2	-.3	-
	3	81	2.3	3.0	0.7	0.2	-.1	O
	4	14	3.6	4.4	0.9	0.4	0.1	*
	5	6	5.3	6.4	1.1	0.6	0.2	*
	6	.	.	.	.	.	.	
PATTON ENROLLMENT ON OR BY 10/5/90	2	124	2.6	4.0	1.4	0.1	0.0	O
	3	129	3.9	4.6	0.7	0.1	-.1	O
	4	140	4.4	5.5	1.1	0.1	0.0	O
	5	143	5.7	6.7	1.1	0.1	-.1	O
	6	.	.	.	.	.	.	
PATTON VALID ROSE 1990/1991 AT SAME SCHOOL	2	1	1.4	1.9	0.5	1.5	-.1	*
	3	109	3.9	4.6	0.6	0.1	-.1	O
	4	121	4.4	5.5	1.1	0.1	0.0	O
	5	119	5.7	6.7	1.0	0.1	-.1	O
	6	.	.	.	.	.	.	
LEP PARENT DENIALS, 1990-91, GRADES K-6	2	17	1.3	2.1	0.8	0.4	-.3	*
	3	12	2.0	2.7	0.7	0.4	-.2	*
	4	10	2.8	3.3	0.6	0.5	-.4	*
	5	15	3.2	4.2	1.0	0.4	-.1	*
	6	3	4.2	5.0	0.8	1.0	-.3	*
SERVED LEP STUDENTS, 1990-91, GRADES K-6	2	102	1.1	2.1	0.9	0.1	-.1	O

GENESYS CROSS-PROGRAM COMPARISON
SPRING, 1991
TABLE 9A - ACHIEVEMENT INDICATORS
ROSE RESULTS FOR READING
ELEMENTARY PROGRAMS

08/04/91

PROGRAM	GRADE	N	PRETEST GE	POSTTEST GE	GAIN	CRITICAL VALUE	OVER/UNDER ACTUAL	SIGNIFICANCE
	3	86	2.0	2.9	0.8	0.2	0.0	O
	4	76	2.6	3.4	0.8	0.2	-.2	-
	5	82	3.2	4.2	1.0	0.2	-.1	O
	6	17	3.9	4.4	0.6	0.4	-.3	*
TEACH AND REACH, MATH SERVED, 1990-91	2	23	1.6	2.3	0.7	0.3	-.2	*
	3	152	2.4	3.3	0.9	0.1	0.1	O
	4	96	3.1	3.9	0.7	0.2	0.0	O
	5	180	3.9	4.7	0.8	0.1	-.1	-
	6	.	.	.	.	.	.	
TEACH AND REACH, READING SERVED, 1990-91	2	65	1.5	2.3	0.7	0.2	-.2	-
	3	100	2.4	3.1	0.7	0.1	-.1	O
	4	150	3.2	3.9	0.7	0.1	-.1	O
	5	167	3.9	4.8	0.9	0.1	-.1	O
	6	.	.	.	.	.	.	
SPECIAL EDUCATION STUDENTS, 1990-91	2	28	1.1	1.9	0.8	0.3	-.4	-
	3	34	2.3	2.9	0.6	0.3	-.3	-
	4	13	2.8	3.8	1.0	0.4	-.1	*
	5	14	3.5	4.3	0.8	0.4	-.4	*
	6	2	5.3	7.5	2.2	1.2	0.9	*
GIFTED AND TALENTED STUDENTS, 1990-91	2	724	2.9	4.2	1.3	0.1	0.2	+
	3	926	4.2	4.9	0.7	0.0	0.1	+
	4	1172	4.9	6.0	1.1	0.0	0.1	+
	5	1084	5.1	7.2	1.1	0.0	0.2	+
	6	124	7.4	8.5	1.1	0.2	0.1	O

ATTACHMENT 8
(Page 10 of 31)

GENESYS CROSS-PROGRAM COMPARISON
SPRING, 1991
TABLE 9B - ACHIEVEMENT INDICATORS
ROSE RESULTS FOR READING
JUNIOR HIGH/MIDDLE SCHOOL PROGRAMS

PROGRAM	GRADE	N	PRETEST GE	POSTTEST GE	GAIN	CRITICAL VALUE	OVER/UNDER ACTUAL	SIGNIFICANCE
'89 MIDDLE SCHOOL 6TH GRADERS - LOW MATH - 88-89	6	2	4.0	4.5	0.5	1.2	-.1	*
	7	40	5.4	6.2	0.9	0.3	-.2	0
	8	501	6.4	7.6	1.2	0.1	-.2	-
GIFTED AND TALENTED STUDENTS, 1990-91	6	862	7.2	8.2	1.0	0.1	0.2	+
	7	1197	8.2	9.4	1.2	0.1	0.2	+
	8	1248	9.3	10.5	1.2	0.1	0.1	+
LEP PARENT DENIALS, 1990-91, GRADES 6-8	6	25	4.2	5.1	0.8	0.3	0.1	*
	7	43	4.6	5.6	1.0	0.3	-.3	0
	8	35	5.3	6.6	1.2	0.3	-.3	0
SERVED LEP STUDENTS, 1990-91, GRADES 6-8	6	50	4.2	5.1	0.9	0.2	0.1	0
	7	36	4.4	5.6	1.2	0.3	-.1	0
	8	35	5.4	6.6	1.2	0.3	-.3	0
SPECIAL EDUCATION STUDENTS, 1990-91	6	7	5.7	6.2	0.5	0.6	-.3	*
	7	2	4.5	4.9	0.4	1.4	-.1	*
	8	8	7.5	9.1	1.6	0.7	0.1	*
KEALING MAGNET, 1990-91	6	.	.	.	.	.	.	
	7	198	8.7	9.8	1.1	0.1	0.2	+
	8	193	9.9	11.1	1.2	0.1	0.1	0

GENESYS CROSS-PROGRAM COMPARISON
SPRING, 1991
TABLE 9C - ACHIEVEMENT INDICATORS
ROSE RESULTS FOR READING
HIGH SCHOOL PROGRAMS

PROGRAM	GRADE	N	PRETEST GE	POSTTEST GE	GAIN	CRITICAL VALUE	OVER/UNDER ACTUAL	SIGNIFICANCE
BP - AUSTIN-BLOCK COURSES, FALL, 1990	9	7	6.9	7.2	0.3	1.4	-.7	*
	10	.	.	.	.	.	.	
	11	.	.	.	.	.	.	
	12	.	.	.	.	.	.	
BP - CROCKETT-SUCCESS, FALL, 1990	9	63	7.8	8.8	1.0	0.5	-.6	-
	10	.	.	.	.	.	.	
	11	.	.	.	.	.	.	
	12	.	.	.	.	.	.	
BP - JOHNSTON-RENAISSANCE, FALL, 1990	9	83	6.8	7.5	0.8	0.4	-.4	O
	10	.	.	.	.	.	.	
	11	.	.	.	.	.	.	
	12	.	.	.	.	.	.	
BP - LANIER-CONNECTIONS, FALL, 1990	9	6	6.1	6.6	0.5	1.5	-.4	*
	10	.	.	.	.	.	.	
	11	.	.	.	.	.	.	
	12	.	.	.	.	.	.	
PROJECT FIRST AT CROCKETT, 1990-91	9	75	8.0	9.0	1.0	0.4	-.5	-
	10	.	.	.	.	.	.	
	11	.	.	.	.	.	.	
	12	.	.	.	.	.	.	
PROJECT FIRST AT MCCALLUM, 1990-91	9	56	7.4	8.1	0.7	0.5	-.5	-
	10	.	.	.	.	.	.	
	11	.	.	.	.	.	.	
	12	.	.	.	.	.	.	
BP - REAGAN-BLOCK COURSES, FALL, 1990	9	20	6.8	7.4	0.7	0.8	-.1	*
	10	1	12.0	10.5	-1.5	3.9	-.3	*
	11	.	.	.	.	.	.	
	12	.	.	.	.	.	.	
BP - TRAVIS-EXCEL, FALL, 1990	9	22	7.9	8.8	0.9	0.8	0.1	*
	10	.	.	.	.	.	.	
	11	.	.	.	.	.	.	
	12	.	.	.	.	.	.	
CVAE SENIOR HIGH, FALL, 1990	9	38	8.3	9.0	0.6	0.6	-.1	O
	10	25	8.8	9.1	0.2	0.8	-.6	*
	11	14	8.4	8.3	-0.1	1.1	-.6	*
	12	12	10.0	9.7	-0.2	1.3	-.7	*
GIFTED AND TALENTED STUDENTS, 1990-91	9	1061	10.5	13.3	2.9	0.1	0.4	+
	10	1192	13.9	14.8	0.9	0.1	0.3	+
	11	1096	15.2	15.6	0.4	0.1	0.3	+
	12	966	15.8	15.7	0.0	0.1	0.4	+
LEP PARENT DENIALS, 1990-91, GRADES 9-12	9	35	6.8	7.2	0.5	0.6	-.4	O
	10	20	8.1	8.0	-0.1	0.9	-.1	*
	11	21	8.0	8.1	0.1	0.9	-.7	*
	12	24	8.0	9.1	1.1	0.9	0.3	*
LIBERAL ARTS ACADEMY AT JOHNSTON, 1990-91	9	73	10.6	13.6	2.9	0.4	0.4	O
	10	65	14.1	15.0	0.9	0.5	0.3	O
	11	51	16.1	16.5	0.3	0.6	0.4	O
	12	.	.	.	.	.	.	
MENTOR HIGH SCHOOLS, FALL, 1990	9	18	7.7	8.6	1.0	0.9	-.3	*
	10	1	12.5	11.2	-1.3	3.9	-.2	*
	11	8	10.1	10.3	0.3	1.4	-.9	*

GENESYS CROSS-PROGRAM COMPARISON
SPRING, 1991
TABLE 9C - ACHIEVEMENT INDICATORS
ROSE RESULTS FOR READING
HIGH SCHOOL PROGRAMS

08/04/91

PROGRAM	GRADE	N	PRETEST GE	POSTTEST GE	GAIN	CRITICAL VALUE	OVER/UNDER ACTUAL	SIGNIFICANCE
	12	5	15.9	14.8	-1.1	2.0	-.5	*
PEAK PROGRAM HIGH SCHOOL, FALL, 1990	9	16	7.8	9.0	1.2	0.9	-.3	*
	10	1	7.0	7.6	0.6	3.9	0.2	*
	11	.	.	.	.	.	.	
	12	1	8.1	10.0	1.9	4.4	1.1	*
PROJECT TOUCH AT CROCKETT, FALL, 1990	9	23	8.7	10.2	1.6	0.8	0.1	*
	10	2	12.2	15.0	2.8	2.7	2.3	*
	11	.	.	.	.	.	.	
	12	1	12.7	11.2	-1.5	4.4	-.2	*
SCIENCE ACADEMY AT LBJ, 1990-91	9	137	10.8	14.1	3.3	0.3	0.7	+
	10	155	14.9	15.9	1.0	0.3	0.3	+
	11	118	16.1	16.5	0.3	0.4	0.4	+
	12	103	16.9	16.4	-0.5	0.4	0.1	0
SERVED LEP STUDENTS, 1990-91, GRADES 9-12	9	22	6.4	7.4	1.0	0.8	0.0	*
	10	11	7.5	7.6	0.2	1.2	-.1	*
	11	10	7.1	7.3	0.1	1.3	-.5	*
	12	16	8.9	8.9	0.1	1.1	-.6	*
SPECIAL EDUCATION STUDENTS, 1990-91	9	17	8.5	9.9	1.4	0.9	-.1	*
	10	3	12.9	13.4	0.5	2.2	0.4	*
	11	.	.	.	.	.	.	
	12	3	11.3	8.2	-3.1	2.6	-.4	*

GENESYS CROSS-PROGRAM COMPARISON
SPRING, 1991
TABLE 10A - ACHIEVEMENT INDICATORS
ROSE RESULTS FOR MATH
ELEMENTARY PROGRAMS

08/04/91

PROGRAM	GRADE	N	PRETEST GE	POSTTEST GE	GAIN	CRITICAL VALUE	OVER/UNDER ACTUAL	SIGNIFICANCE
ANDREWS ENROLLMENT ON OR BY 10/5/90	2	54	1.7	2.9	1.2	0.1	0.1	O
	3	55	2.7	3.6	0.9	0.1	0.3	+
	4	62	3.7	4.5	0.8	0.1	-.2	-
	5	52	4.3	5.1	0.8	0.2	-.1	O
	6	.	.	.	.	.	.	
ANDREWS VALID ROSE 1990/1991 AT SAME SCHOOL	2	.	.	.	.	.	.	
	3	38	2.8	3.8	0.9	0.2	0.3	+
	4	43	3.7	4.5	0.8	0.2	-.2	O
	5	39	4.4	5.1	0.8	0.2	-.2	O
	6	.	.	.	.	.	.	
GALINDO ENROLLMENT ON OR BY 10/5/90	2	54	2.2	3.5	1.3	0.1	0.1	O
	3	64	3.3	4.0	0.7	0.1	0.0	O
	4	53	3.9	4.9	1.1	0.2	0.1	O
	5	57	4.5	5.6	1.0	0.2	0.0	O
	6	.	.	.	.	.	.	
GALINDO VALID ROSE 1990/1991 AT SAME SCHOOL	2	3	2.4	3.5	1.1	0.6	0.0	*
	3	46	3.3	4.0	0.7	0.2	0.0	O
	4	43	3.9	5.0	1.1	0.2	0.1	O
	5	38	4.4	5.5	1.1	0.2	0.0	O
	6	.	.	.	.	.	.	
LANGFORD ENROLLMENT ON OR BY 10/5/90	2	59	1.8	2.9	1.1	0.1	-.2	-
	3	46	3.1	3.7	0.6	0.2	-.1	O
	4	44	3.6	4.5	0.8	0.2	-.2	-
	5	39	4.8	5.9	1.0	0.2	0.0	O
	6	.	.	.	.	.	.	
LANGFORD VALID ROSE 1990/1991 AT SAME SCHOOL	2	.	.	.	.	.	.	
	3	27	3.2	3.8	0.7	0.2	0.0	O
	4	34	3.7	4.6	0.9	0.2	-.2	-
	5	28	5.1	6.1	1.0	0.2	0.0	O
	6	.	.	.	.	.	.	
COMMUNITY MENTOR PROGRAM, 1990-91	2	85	1.8	2.8	1.1	0.1	-.2	-
	3	83	2.7	3.3	0.6	0.1	-.2	-
	4	14	4.1	4.7	0.7	0.3	-.3	*
	5	6	4.8	6.1	1.3	0.5	0.2	*
	6	.	.	.	.	.	.	
PATTON ENROLLMENT ON OR BY 10/5/90	2	128	2.6	3.8	1.2	0.1	0.0	O
	3	130	3.8	4.5	0.7	0.1	-.1	-
	4	140	4.3	5.5	1.2	0.1	0.0	O
	5	144	5.6	6.8	1.2	0.1	0.0	O
	6	.	.	.	.	.	.	
PATTON VALID ROSE 1990/1991 AT SAME SCHOOL	2	1	3.5	3.6	0.1	1.1	-.8	*
	3	110	3.9	4.4	0.6	0.1	-.2	-
	4	121	4.3	5.5	1.1	0.1	-.1	O
	5	120	5.6	6.8	1.2	0.1	0.0	O
	6	.	.	.	.	.	.	
LEP PARENT DENIALS, 1990-91, GRADES K-6	2	17	1.6	2.8	1.2	0.3	0.0	*
	3	13	2.5	3.2	0.7	0.3	0.0	*
	4	11	3.2	4.1	0.9	0.3	-.2	*
	5	15	3.9	4.9	1.0	0.3	0.0	*
	6	3	4.7	5.6	0.9	0.7	0.0	*
SERVED LEP STUDENTS, 1990-91, GRADES K-6	2	103	1.6	2.8	1.1	0.1	-.1	O

109

ATTACHMENT 8
(Page 14 of 31)

GENESYS CROSS-PROGRAM COMPARISON 08/04/91
SPRING, 1991
TABLE 10A - ACHIEVEMENT INDICATORS
ROSE RESULTS FOR MATH
ELEMENTARY PROGRAMS

PROGRAM	GRADE	N	PRETEST GE	POSTTEST GE	GAIN	CRITICAL VALUE	OVER/UNDER ACTUAL	SIGNIFICANCE
	3	85	2.6	3.3	0.6	0.1	-.1	O
	4	76	3.2	4.3	1.1	0.1	0.0	O
	5	81	3.9	4.9	1.0	0.1	0.0	O
	6	17	4.9	5.7	0.8	0.3	0.0	*
TEACH AND REACH, MATH SERVED, 1990-91	2	24	1.8	2.9	1.0	0.2	-.1	*
	3	148	2.8	3.5	0.7	0.1	0.0	O
	4	90	3.3	4.2	0.9	0.1	0.0	O
	5	176	4.2	5.1	0.8	0.1	-.2	-
	6	.	.	.	.	.	.	
TEACH AND REACH, READING SERVED, 1990-91	2	65	1.7	2.8	1.0	0.1	-.1	O
	3	96	2.8	3.3	0.6	0.1	-.1	O
	4	144	3.4	4.3	0.9	0.1	0.0	O
	5	164	4.2	5.1	0.9	0.1	-.1	-
	6	.	.	.	.	.	.	
SPECIAL EDUCATION STUDENTS, 1990-91	2	30	1.5	2.4	0.9	0.2	-.4	-
	3	33	2.6	3.1	0.5	0.2	-.3	-
	4	13	3.2	4.2	1.0	0.3	-.1	*
	5	13	3.7	4.4	0.7	0.3	-.3	*
	6	2	5.4	6.8	1.5	0.8	0.3	*
GIFTED AND TALENTED STUDENTS, 1990-91	2	735	3.0	4.2	1.2	0.0	0.1	+
	3	933	4.1	4.9	0.8	0.0	0.1	+
	4	1169	4.8	6.0	1.2	0.0	0.1	+
	5	1086	5.9	7.2	1.3	0.0	0.1	+
	6	125	7.4	8.1	0.7	0.1	-.1	-

GENESYS CROSS-PROGRAM COMPARISON
SPRING, 1991
TABLE 10B - ACHIEVEMENT INDICATORS
ROSE RESULTS FOR MATH
JUNIOR HIGH/MIDDLE SCHOOL PROGRAMS

08/04/91

PROGRAM	GRADE	N	PRETEST GE	POSTTEST GE	GAIN	CRITICAL VALUE	OVER/UNDER ACTUAL	SIGNIFICANCE
'89 MIDDLE SCHOOL 6TH GRADERS - LOW MATH - 88-89	6	1	4.9	4.2	-0.7	1.2	-.1	*
	7	40	5.7	6.3	0.6	0.2	-.1	O
	8	490	6.4	7.2	0.8	0.1	-.1	-
GIFTED AND TALENTED STUDENTS, 1990-91	6	860	7.1	8.1	1.0	0.0	0.1	+
	7	1196	8.0	9.0	1.0	0.0	0.1	+
	8	1243	9.0	9.9	0.9	0.0	0.1	+
LEP PARENT DENIALS, 1990-91, GRADES 6-8	6	25	5.1	6.0	0.8	0.2	0.1	*
	7	42	5.6	6.4	0.8	0.2	0.0	O
	8	35	6.2	7.1	0.8	0.2	-.1	O
SERVED LEP STUDENTS, 1990-91, GRADES 6-8	6	48	4.8	5.6	0.7	0.2	-.1	O
	7	36	5.5	6.1	0.7	0.2	-.1	O
	8	34	6.2	7.1	0.9	0.2	0.0	O
SPECIAL EDUCATION STUDENTS, 1990-91	6	6	5.2	5.5	0.3	0.5	-.6	*
	7	2	5.6	6.8	1.2	0.9	0.2	*
	8	8	7.1	8.5	1.4	0.4	0.4	*
KEALING MAGNET, 1990-91	6	.	.	.	.	.	.	
	7	200	8.2	9.3	1.1	0.1	0.2	+
	8	194	9.6	10.5	0.9	0.1	0.1	+

ATTACHMENT 8
(Page 16 of 31)

GENESYS CROSS-PROGRAM COMPARISON
SPRING, 1991
TABLE 10C - ACHIEVEMENT INDICATORS
ROSE RESULTS FOR MATH
HIGH SCHOOL PROGRAMS

08/04/91

PROGRAM	GRADE	N	PRETEST GE	POSTTEST GE	GAIN	CRITICAL VALUE	OVER/UNDER ACTUAL	SIGNIFICANCE
BP - AUSTIN-BLOCK COURSES, FALL, 1990	9	8	6.5	7.1	0.7	1.1	0.1	*
	10	.	.	.	.	.	.	
	11	.	.	.	.	.	.	
	12	.	.	.	.	.	.	
BP - CROCKETT-SUCCESS, FALL, 1990	3	62	8.0	8.8	0.8	0.4	-.7	-
	10	.	.	.	.	.	.	
	11	.	.	.	.	.	.	
	12	.	.	.	.	.	.	
BP - JOHNSTON-RENAISSANCE, FALL, 1990	9	83	7.1	8.0	0.9	0.3	0.0	O
	10	.	.	.	.	.	.	
	11	.	.	.	.	.	.	
	12	.	.	.	.	.	.	
BP - LANIER-CONNECTIONS, FALL, 1990	9	6	6.2	6.9	0.7	1.2	0.1	*
	10	.	.	.	.	.	.	
	11	.	.	.	.	.	.	
	12	.	.	.	.	.	.	
PROJECT FIRST AT CROCKETT, 1990-91	9	74	8.1	9.1	1.0	0.4	-.6	-
	10	.	.	.	.	.	.	
	11	.	.	.	.	.	.	
	12	.	.	.	.	.	.	
PROJECT FIRST AT MCCALLUM, 1990-91	9	56	7.4	8.1	0.8	0.4	-.4	-
	10	.	.	.	.	.	.	
	11	.	.	.	.	.	.	
	12	.	.	.	.	.	.	
BP - REAGAN-BLOCK COURSES, FALL, 1990	9	20	7.0	7.6	0.6	0.7	-.2	*
	10	1	14.0	13.4	-0.6	3.5	-.2	*
	11	.	.	.	.	.	.	
	12	.	.	.	.	.	.	
BP - TRAVIS-EXCEL, FALL, 1990	9	23	7.5	8.4	0.9	0.6	0.2	*
	10	.	.	.	.	.	.	
	11	.	.	.	.	.	.	
	12	.	.	.	.	.	.	
CVAE SENIOR HIGH, FALL, 1990	9	40	7.7	8.5	0.8	0.5	0.0	O
	10	25	8.4	8.8	0.4	0.7	-.5	*
	11	15	8.2	8.2	0.0	0.9	-.8	*
	12	11	10.5	10.9	0.4	1.2	0.1	*
GIFTED AND TALENTED STUDENTS, 1990-91	9	1067	9.8	13.1	3.3	0.1	0.3	+
	10	1194	13.3	14.6	1.3	0.1	0.2	+
	11	1103	14.8	15.5	0.7	0.1	0.3	+
	12	971	15.5	15.5	0.0	0.1	0.3	+
LEP PARENT DENIALS, 1990-91, GRADES 9-12	9	38	7.1	8.0	0.9	0.5	0.2	O
	10	20	8.3	8.1	-0.2	0.8	-.1	*
	11	20	10.1	10.5	0.1	0.8	-.2	*
	12	25	11.3	12.5	1.2	0.8	1.0	*
LIBERAL ARTS ACADEMY AT JOHNSTON, 1990-91	9	76	9.5	12.6	3.0	0.3	0.2	O
	10	65	12.8	13.6	0.8	0.4	-.1	O
	11	52	14.6	15.4	0.7	0.5	0.3	O
	12	.	.	.	.	.	.	
MENTOR HIGH SCHOOLS, FALL, 1990	9	18	7.4	8.8	1.3	0.7	0.2	*
	10	1	13.2	13.2	0.0	3.5	-.1	*
	11	8	9.8	10.1	0.3	1.3	-.9	*

ATTACHMENT 8
(Page 17 of 31)

GENESYS CROSS-PROGRAM COMPARISON
SPRING, 1991
TABLE 10C - ACHIEVEMENT INDICATORS
ROSE RESULTS FOR MATH
HIGH SCHOOL PROGRAMS

08/04/91

PROGRAM	GRADE	N	PRETEST GE	POSTTEST GE	GAIN	CRITICAL VALUE	OVER/UNDER ACTUAL	SIGNIFICANCE
	12	5	15.5	15.2	-0.3	1.8	0.1	*
PEAK PROGRAM HIGH SCHOOL, FALL, 1990	9	16	7.6	7.9	0.3	0.8	-.1	*
	10	1	6.8	6.8	0.0	3.5	0.0	*
	11	.	.	.	.	.	.	
	12	1	8.0	7.4	-0.6	3.9	-.2	*
PROJECT TOUCH AT CROCKETT, FALL, 1990	9	21	8.6	10.0	1.4	0.7	-.5	*
	10	2	12.3	13.9	1.5	2.5	0.4	*
	11	.	.	.	.	.	.	
	12	1	10.2	10.4	0.2	3.9	-.5	*
SCIENCE ACADEMY AT LBJ, 1990-91	9	139	10.2	14.0	3.7	0.3	0.3	+
	10	156	14.5	16.0	1.4	0.3	0.5	+
	11	119	15.9	16.5	0.6	0.3	0.3	+
	12	102	16.9	17.1	0.2	0.4	0.7	+
SERVED LEP STUDENTS, 1990-91, GRADES 9-12	9	24	6.8	7.5	0.7	0.6	0.1	*
	10	12	7.9	7.9	0.0	1.0	-.8	*
	11	10	8.6	9.0	0.4	1.1	-.5	*
	12	16	10.1	10.0	-0.1	1.0	-.4	*
SPECIAL EDUCATION STUDENTS, 1990-91	9	17	8.0	8.6	0.6	0.7	-.9	*
	10	3	11.5	10.3	-1.2	2.0	-.2	*
	11	.	.	.	.	.	.	
	12	3	10.3	10.0	-0.2	2.3	-.1	*

GENESYS CROSS-PROGRAM COMPARISON
SPRING, 1991
TABLE 11A - ACHIEVEMENT INDICATORS
ROSE RESULTS FOR LANGUAGE
ELEMENTARY PROGRAMS

08/04/91

PROGRAM	GRADE	N	PRETEST GE	POSTTEST GE	GAIN	CRITICAL VALUE	OVER/UNDER ACTUAL	SIGNIFICANCE
ANDREWS ENROLLMENT ON OR BY 10/5/90	2	.	.	.	.	.	.	
	3	.	.	.	.	.	.	
	4	63	4.5	4.9	0.4	0.2	-.2	-
	5	51	4.7	5.4	0.7	0.2	-.2	O
	6	.	.	.	.	.	.	
ANDREWS VALID ROSE 1990/1991 AT SAME SCHOOL	2	.	.	.	.	.	.	
	3	.	.	.	.	.	.	
	4	43	4.7	5.0	0.3	0.2	-.3	-
	5	37	4.8	5.5	0.7	0.2	-.1	O
	6	.	.	.	.	.	.	
GALINDO ENROLLMENT ON OR BY 10/5/90	2	.	.	.	.	.	.	
	3	1	1.6	4.2	2.6	0.0	-.5	*
	4	53	4.7	5.5	0.7	0.2	0.1	O
	5	57	4.8	5.9	1.0	0.2	0.0	O
	6	.	.	.	.	.	.	
GALINDO VALID ROSE 1990/1991 AT SAME SCHOOL	2	.	.	.	.	.	.	
	3	1	1.6	4.2	2.6	0.0	-.5	*
	4	43	4.8	5.6	0.8	0.2	0.1	O
	5	38	4.8	5.8	1.0	0.2	0.0	O
	6	.	.	.	.	.	.	
LANGFORD ENROLLMENT ON OR BY 10/5/90	2	.	.	.	.	.	.	
	3	.	.	.	.	.	.	
	4	43	4.4	4.8	0.4	0.2	-.4	-
	5	38	5.1	6.0	0.9	0.2	-.1	O
	6	.	.	.	.	.	.	
LANGFORD VALID ROSE 1990/1991 AT SAME SCHOOL	2	.	.	.	.	.	.	
	3	.	.	.	.	.	.	
	4	32	4.7	5.1	0.4	0.2	-.3	-
	5	29	5.2	6.2	1.0	0.2	0.0	O
	6	.	.	.	.	.	.	
COMMUNITY MENTOR PROGRAM, 1990-91	2	.	.	.	.	.	.	
	3	.	.	.	.	.	.	
	4	14	4.8	5.3	0.5	0.3	-.1	*
	5	6	5.3	6.4	1.1	0.5	0.1	*
	6	.	.	.	.	.	.	
PATTON ENROLLMENT ON OR BY 10/5/90	2	.	.	.	.	.	.	
	3	1	2.6	4.5	1.9	0.0	0.1	*
	4	140	5.2	5.8	0.6	0.1	-.2	-
	5	144	5.9	7.1	1.3	0.1	0.0	O
	6	.	.	.	.	.	.	
PATTON VALID ROSE 1990/1991 AT SAME SCHOOL	2	.	.	.	.	.	.	
	3	.	.	.	.	.	.	
	4	121	5.2	5.8	0.6	0.1	-.2	-
	5	120	5.9	7.2	1.3	0.1	0.0	O
	6	.	.	.	.	.	.	
LEP PARENT DENIALS, 1990-91, GRADES K-6	2	.	.	.	.	.	.	
	3	.	.	.	.	.	.	
	4	11	3.7	4.3	0.6	0.4	-.2	*
	5	15	3.4	4.7	1.3	0.3	0.2	*
	6	3	.	5.2	1.2	0.8	0.3	*
SERVED LEP STUDENTS, 1990-91, GRADES K-6	2	.	.	.	.	.	.	

ATTACHMENT 8
(Page 19 of 31)

GENESYS CROSS-PROGRAM COMPARISON
SPRING, 1991
TABLE 11A - ACHIEVEMENT INDICATORS
ROSE RESULTS FOR LANGUAGE
ELEMENTARY PROGRAMS

08/04/91

PROGRAM	GRADE	N	PRETEST GE	POSTTEST GE	GAIN	CRITICAL VALUE	OVER/UNDER ACTUAL	SIGNIFICANCE
	3	2	3.3	3.9	0.6	0.0	-.2	*
	4	74	3.5	4.3	0.7	0.2	-.1	0
	5	81	4.0	5.0	1.0	0.1	0.0	0
	6	17	.	5.2	0.7	0.3	0.0	*
TEACH AND REACH, MATH SERVED, 1990-91	2	.	.	.	.	.	.	
	3	2	3.3	4.3	1.1	0.0	-.1	*
	4	94	4.0	4.8	0.8	0.1	0.1	0
	5	175	4.6	5.4	0.8	0.1	-.2	-
	6	.	.	.	.	.	.	
TEACH AND REACH, READING SERVED, 1990-91	2	.	.	.	.	.	.	
	3	2	3.3	4.3	1.1	0.0	-.1	*
	4	147	4.0	4.8	0.8	0.1	0.1	0
	5	164	4.6	5.5	0.9	0.1	-.1	0
	6	.	.	.	.	.	.	
SPECIAL EDUCATION STUDENTS, 1990-91	2	.	.	.	.	.	.	
	3	.	.	.	.	.	.	
	4	13	3.6	4.5	0.9	0.4	-.1	*
	5	13	3.9	4.6	0.7	0.4	-.4	*
	6	2	.	6.2	0.3	1.0	-.8	*
GIFTED AND TALENTED STUDENTS, 1990-91	2	.	.	.	.	.	.	
	3	.	.	.	.	.	.	
	4	1180	5.4	6.4	0.9	0.0	0.2	+
	5	1090	6.2	7.5	1.3	0.0	0.1	+
	6	125	.	8.8	1.0	0.1	0.0	0

GENESYS CROSS-PROGRAM COMPARISON
SPRING, 1991
TABLE 11B - ACHIEVEMENT INDICATORS
ROSE RESULTS FOR LANGUAGE
JUNIOR HIGH/MIDDLE SCHOOL PROGRAMS

PROGRAM	GRADE	N	PRETEST GE	POSTTEST GE	GAIN	CRITICAL VALUE	OVER/UNDER ACTUAL	SIGNIFICANCE
'89 MIDDLE SCHOOL 6TH GRADERS - LOW MATH - 88-89	6	2	0.2	5.0	0.2	1.0	-.4	*
	7	40	5.7	6.8	1.1	0.2	0.0	0
	8	491	7.0	8.0	0.9	0.1	-.1	-
GIFTED AND TALENTED STUDENTS, 1990-91	6	863	1.1	8.6	1.1	0.0	0.2	+
	7	1191	8.4	9.7	1.3	0.0	0.1	+
	8	1243	9.6	10.8	1.2	0.0	0.1	+
LEP PARENT DENIALS, 1990-91, GRADES 6-8	6	24	.	5.6	0.6	0.3	-.1	*
	7	43	5.3	6.5	1.2	0.2	0.0	0
	8	35	6.1	7.1	1.0	0.2	0.0	0
SERVED LEP STUDENTS, 1990-91, GRADES 6-8	6	48	.	5.4	0.7	0.2	0.0	0
	7	36	5.2	6.6	1.4	0.2	0.2	0
	8	34	5.9	6.8	0.9	0.2	-.1	0
SPECIAL EDUCATION STUDENTS, 1990-91	6	6	.	6.6	0.7	0.6	-.2	*
	7	2	4.3	4.8	0.5	1.0	-.9	*
	8	7	8.1	9.6	1.5	0.5	0.3	*
KEALING MAGNET, 1990-91	6		.	.	.	.	.	
	7	199	8.6	9.8	1.1	0.1	0.0	0
	8	194	10.1	11.3	1.2	0.1	0.0	0

GENESYS CROSS-PROGRAM COMPARISON
SPRING, 1991
TABLE 11C - ACHIEVEMENT INDICATORS
ROSE RESULTS FOR LANGUAGE
HIGH SCHOOL PROGRAMS

08/04/91

PROGRAM	GRADE	N	PRETEST GE	POSTTEST GE	GAIN	CRITICAL VALUE	OVER/UNDER ACTUAL	SIGNIFICANCE
BP - AUSTIN-BLOCK COURSES, FALL, 1990	9	1	6.9	6.8	-0.1	1.4	-.6	*
	10	.	.	.	.	.	.	
	11	.	.	.	.	.	.	
	12	.	.	.	.	.	.	
BP - CROCKETT-SUCCESS, FALL, 1990	9	6	8.1	8.4	0.3	0.5	-.7	-
	10	.	.	.	.	.	.	
	11	.	.	.	.	.	.	
	12	.	.	.	.	.	.	
BP - JOHNSTON-RENAISSANCE, FALL, 1990	9	8	7.4	8.1	0.7	0.4	-.2	0
	10	.	.	.	.	.	.	
	11	.	.	.	.	.	.	
	12	.	.	.	.	.	.	
BP - LANIER-CONNECTIONS, FALL, 1990	9	1	7.0	6.4	-0.5	1.5	-.1	*
	10	.	.	.	.	.	.	
	11	.	.	.	.	.	.	
	12	.	.	.	.	.	.	
PROJECT FIRST AT CROCKETT, 1990-91	9	7	8.2	8.6	0.4	0.4	-.6	-
	10	.	.	.	.	.	.	
	11	.	.	.	.	.	.	
	12	.	.	.	.	.	.	
PROJECT FIRST AT MCCALLUM, 1990-91	9	6	7.9	8.4	0.5	0.5	-.5	-
	10	.	.	.	.	.	.	
	11	.	.	.	.	.	.	
	12	.	.	.	.	.	.	
BP - REAGAN-BLOCK COURSES, FALL, 1990	9	2	6.9	7.6	0.7	0.8	0.0	*
	10	1	12.9	13.7	0.8	3.8	0.3	*
	11	.	.	.	.	.	.	
	12	.	.	.	.	.	.	
BP - TRAVIS-EXCEL, FALL, 1990	9	2	7.8	8.5	0.7	0.8	0.1	*
	10	.	.	.	.	.	.	
	11	.	.	.	.	.	.	
	12	.	.	.	.	.	.	
CVAE SENIOR HIGH, FALL, 1990	9	4	8.6	8.6	0.1	0.6	-.5	0
	10	24	8.9	9.9	0.9	0.8	0.4	*
	11	15	9.0	8.4	-0.6	1.0	-.1	*
	12	12	10.2	9.3	-0.9	1.1	-.1	*
GIFTED AND TALENTED STUDENTS, 1990-91	9	107	10.9	13.2	2.3	0.1	0.4	+
	10	1193	13.5	14.0	0.5	0.1	0.3	+
	11	1099	14.0	14.6	0.6	0.1	0.3	+
	12	977	14.7	14.5	-0.2	0.1	0.3	+
LEP PARENT DENIALS, 1990-91, GRADES 9-12	9	4	6.7	7.2	0.5	0.6	0.0	0
	10	20	7.6	7.1	-0.5	0.8	-.1	*
	11	21	8.4	8.7	0.3	0.9	-.5	*
	12	25	10.0	9.8	-0.2	0.7	-.2	*
LIBERAL ARTS ACADEMY AT JOHNSTON, 1990-91	9	8	11.1	13.3	2.1	0.4	0.0	0
	10	64	14.0	14.4	0.3	0.5	0.3	0
	11	52	14.9	15.2	0.3	0.5	0.1	0
	12	.	.	.	.	.	.	
MENTOR HIGH SCHOOLS, FALL, 1990	9	2	8.1	8.7	0.6	0.9	-.5	*
	10	1	10.4	10.5	0.1	3.8	-.7	*
	11	8	9.5	10.2	0.7	1.4	-.6	*

ATTACHMENT 8
(Page 22 of 31)

GENESYS CROSS-PROGRAM COMPARISON
SPRING, 1991
TABLE 11C - ACHIEVEMENT INDICATORS
ROSE RESULTS FOR LANGUAGE
HIGH SCHOOL PROGRAMS

PROGRAM	GRADE	N	PRETEST GE	POSTTEST GE	GAIN	CRITICAL VALUE	OVER/UNDER ACTUAL	SIGNIFICANCE
	12	5	14.2	14.1	-0.1	1.7	0.2	*
PEAK PROGRAM HIGH SCHOOL, FALL, 1990	9	2	8.3	7.8	-0.5	0.9	-.2	*
	10	1	6.4	5.5	-0.9	3.8	-.1	*
	11	.	.	.	.	.	.	
	12	1	9.8	12.6	2.8	3.7	2.9	*
PROJECT TOUCH AT CROCKETT, FALL, 1990	9	2	9.1	9.5	0.5	0.8	-.6	*
	10	2	11.2	12.8	1.6	2.7	1.1	*
	11	.	.	.	.	.	.	
	12	1	6.3	8.1	1.8	3.7	0.3	*
SCIENCE ACADEMY AT LBJ, 1990-91	9	14	11.0	13.7	2.7	0.3	0.6	+
	10	156	14.0	14.8	0.9	0.3	0.6	+
	11	118	14.5	15.5	0.9	0.4	0.7	+
	12	103	15.5	15.5	-0.1	0.4	0.5	+
SERVED LEP STUDENTS, 1990-91, GRADES 9-12	9	2	7.0	7.4	0.3	0.8	-.3	*
	10	12	7.5	6.9	-0.6	1.1	-.2	*
	11	10	7.1	8.2	1.1	1.2	-.2	*
	12	16	9.8	9.2	-0.6	0.9	-.7	*
SPECIAL EDUCATION STUDENTS, 1990-91	9	2	8.6	8.9	0.4	0.9	-.8	*
	10	3	13.0	13.0	0.1	2.2	0.4	*
	11	.	.	.	.	.	.	
	12	3	10.3	11.5	1.2	2.1	0.9	*

GENESYS CROSS-PROGRAM COMPARISON
SPRING, 1991
TABLE 12A - ACHIEVEMENT INDICATORS
ROSE RESULTS FOR WORK STUDY
ELEMENTARY PROGRAMS

08/04/91

PROGRAM	GRADE	N	PRETEST GE	POSTTEST GE	GAIN	CRITICAL VALUE	OVER/UNDER ACTUAL	SIGNIFICANCE
ANDREWS ENROLLMENT ON OR BY 10/5/90	2	.	.	.	.	.	.	
	3	.	.	.	.	.	.	
	4	63	3.6	4.4	0.8	0.2	-.1	O
	5	54	4.1	4.8	0.7	0.2	-.2	-
	6	.	.	.	.	.	.	
ANDREWS VALID ROSE 1990/1991 AT SAME SCHOOL	2	.	.	.	.	.	.	
	3	.	.	.	.	.	.	
	4	43	3.7	4.4	0.8	0.2	-.1	O
	5	41	4.1	4.7	0.6	0.2	-.2	-
	6	.	.	.	.	.	.	
GALINDO ENROLLMENT ON OR BY 10/5/90	2	.	.	.	.	.	.	
	3	1	2.5	4.2	1.7	0.0	-.3	•
	4	53	3.8	5.0	1.1	0.2	0.1	O
	5	57	4.4	5.2	0.8	0.2	-.1	O
	6	.	.	.	.	.	.	
GALINDO VALID ROSE 1990/1991 AT SAME SCHOOL	2	.	.	.	.	.	.	
	3	1	2.5	4.2	1.7	0.0	-.3	•
	4	43	3.8	5.0	1.2	0.2	0.1	O
	5	38	4.3	5.1	0.8	0.2	-.2	O
	6	.	.	.	.	.	.	
LANGFORD ENROLLMENT ON OR BY 10/5/90	2	.	.	.	.	.	.	
	3	.	.	.	.	.	.	
	4	46	3.7	4.5	0.8	0.2	-.2	-
	5	40	4.8	5.7	0.9	0.2	0.0	O
	6	.	.	.	.	.	.	
LANGFORD VALID ROSE 1990/1991 AT SAME SCHOOL	2	.	.	.	.	.	.	
	3	.	.	.	.	.	.	
	4	34	3.8	4.8	1.0	0.2	-.1	O
	5	29	5.0	6.0	1.1	0.3	0.2	O
	6	.	.	.	.	.	.	
COMMUNITY MENTOR PROGRAM, 1990-91	2	.	.	.	.	.	.	
	3	.	.	.	.	.	.	
	4	14	3.9	4.8	0.9	0.4	-.1	•
	5	6	4.9	6.0	1.0	0.6	0.1	•
	6	.	.	.	.	.	.	
PATTON ENROLLMENT ON OR BY 10/5/90	2	.	.	.	.	.	.	
	3	1	2.7	4.3	1.6	0.0	0.2	•
	4	140	4.6	5.6	1.0	0.1	-.2	-
	5	143	5.7	6.9	1.1	0.1	0.0	O
	6	.	.	.	.	.	.	
PATTON VALID ROSE 1990/1991 AT SAME SCHOOL	2	.	.	.	.	.	.	
	3	.	.	.	.	.	.	
	4	121	4.6	5.5	0.9	0.1	-.2	-
	5	118	5.8	6.9	1.1	0.1	0.0	O
	6	.	.	.	.	.	.	
LEP PARENT DENIALS, 1990-91, GRADES K-6	2	.	.	.	.	.	.	
	3	.	.	.	.	.	.	
	4	11	3.0	3.8	0.9	0.4	-.2	•
	5	14	3.7	4.1	0.4	0.4	-.6	•
	6	3	4.2	4.7	0.5	1.0	-.4	•
SERVED LEP STUDENTS, 1990-91, GRADES K-6	2	.	.	.	.	.	.	

GENESYS CROSS-PROGRAM COMPARISON
SPRING, 1991
TABLE 12A - ACHIEVEMENT INDICATORS
ROSE RESULTS FOR WORK STUDY
ELEMENTARY PROGRAMS

08/04/91

PROGRAM	GRADE	N	PRETEST GE	POSTTEST GE	GAIN	CRITICAL VALUE	OVER/UNDER ACTUAL	SIGNIFICANCE
	3	2	2.1	3.1	1.0	0.0	-.2	*
	4	74	3.0	3.9	0.9	0.2	-.2	O
	5	81	3.7	4.7	1.0	0.2	0.0	O
	6	17	4.4	4.7	0.3	0.4	-.3	*
TEACH AND REACH, MATH SERVED, 1990-91	2	.	.	.	.	.	.	
	3	2	2.4	3.5	1.1	0.0	-.3	*
	4	92	3.1	4.2	1.0	0.1	0.1	O
	5	176	4.1	4.8	0.8	0.1	-.1	-
	6	.	.	.	.	.	.	
TEACH AND REACH, READING SERVED, 1990-91	2	.	.	.	.	.	.	
	3	2	2.4	3.5	1.1	0.0	-.3	*
	4	145	3.2	4.2	1.0	0.1	0.1	O
	5	162	4.1	4.9	0.8	0.1	-.1	O
	6	.	.	.	.	.	.	
SPECIAL EDUCATION STUDENTS, 1990-91	2	.	.	.	.	.	.	
	3	.	.	.	.	.	.	
	4	13	3.0	4.2	1.1	0.4	0.0	*
	5	13	3.8	4.4	0.6	0.4	-.5	*
	6	2	6.0	7.2	1.1	1.2	0.1	*
GIFTED AND TALENTED STUDENTS, 1990-91	2	.	.	.	.	.	.	
	3	.	.	.	.	.	.	
	4	1169	4.9	6.1	1.2	0.0	0.2	+
	5	1089	6.0	7.1	1.1	0.0	0.2	+
	6	126	7.3	8.3	1.0	0.1	0.1	O

GENESYS CROSS-PROGRAM COMPARISON
SPRING, 1991
TABLE 12B - ACHIEVEMENT INDICATORS
ROSE RESULTS FOR WORK STUDY
JUNIOR HIGH/MIDDLE SCHOOL PROGRAMS

08/04/91

PROGRAM	GRADE	N	PRETEST GE	POSTTEST GE	GAIN	CRITICAL VALUE	OVER/UNDER ACTUAL	SIGNIFICANCE
'89 MIDDLE SCHOOL 6TH GRADERS - LOW MATH - 88-89	6	2	4.2	5.5	1.3	1.2	0.8	*
	7	40	5.2	6.3	1.0	0.3	0.1	0
	8	493	6.3	7.4	1.1	0.1	-.2	-
GIFTED AND TALENTED STUDENTS, 1990-91	6	865	7.1	8.2	1.1	0.1	0.3	+
	7	1198	8.1	9.3	1.2	0.1	0.2	+
	8	1247	9.2	10.4	1.2	0.0	0.1	+
LEP PARENT DENIALS, 1990-91, GRADES 6-8	6	25	4.7	5.3	0.5	0.3	0.0	*
	7	44	5.2	5.8	0.7	0.3	-.3	0
	8	36	5.4	6.4	1.0	0.3	-.4	-
SERVED LEP STUDENTS, 1990-91, GRADES 6-8	6	49	4.6	5.1	0.4	0.2	-.1	0
	7	36	4.7	5.6	0.9	0.3	-.1	0
	8	35	5.8	6.8	1.0	0.3	-.3	-
SPECIAL EDUCATION STUDENTS, 1990-91	6	6	6.1	6.4	0.3	0.7	-.5	*
	7	2	4.9	5.8	1.0	1.2	-.5	*
	8	8	6.9	8.3	1.5	0.6	0.0	*
KEALING MAGNET, 1990-91	6	.	.	.	.	.	.	
	7	198	8.4	9.6	1.2	0.1	0.2	+
	8	191	9.9	11.0	1.2	0.1	0.1	+

GENESYS CROSS-PROGRAM COMPARISON
SPRING, 1991
TABLE 12C - ACHIEVEMENT INDICATORS
ROSE RESULTS FOR WORK STUDY
HIGH SCHOOL PROGRAMS

PROGRAM	GRADE	N	PRETEST GE	POSTTEST GE	GAIN	CRITICAL VALUE	OVER/UNDER ACTUAL	SIGNIFICANCE
BP - AUSTIN-BLOCK COURSES, FALL, 1990	9	8	6.8	6.9	0.1	1.3	-.1	•
	10	.	.	.	.	.	.	
	11	.	.	.	.	.	.	
	12	.	.	.	.	.	.	
BP - CROCKETT-SUCCESS, FALL, 1990	9	63	7.9	9.4	1.4	0.5	-.3	O
	10	.	.	.	.	.	.	
	11	.	.	.	.	.	.	
	12	.	.	.	.	.	.	
BP - JOHNSTON-RENAISSANCE, FALL, 1990	9	81	6.9	8.4	1.5	0.4	0.1	O
	10	.	.	.	.	.	.	
	11	.	.	.	.	.	.	
	12	.	.	.	.	.	.	
BP - LANIER-CONNECTIONS, FALL, 1990	9	7	6.2	7.3	1.0	1.4	-.2	•
	10	.	.	.	.	.	.	
	11	.	.	.	.	.	.	
	12	.	.	.	.	.	.	
PROJECT FIRST AT CROCKETT, 1990-91	9	75	8.1	9.6	1.5	0.4	-.3	O
	10	.	.	.	.	.	.	
	11	.	.	.	.	.	.	
	12	.	.	.	.	.	.	
PROJECT FIRST AT MCCALLUM, 1990-91	9	52	7.2	8.5	1.3	0.5	-.2	O
	10	.	.	.	.	.	.	
	11	.	.	.	.	.	.	
	12	.	.	.	.	.	.	
BP - REAGAN-BLOCK COURSES, FALL, 1990	9	21	6.8	8.1	1.3	0.8	-.2	•
	10	1	10.7	12.2	1.5	3.9	-.9	•
	11	.	.	.	.	.	.	
	12	.	.	.	.	.	.	
BP - TRAVIS-EXCEL, FALL, 1990	9	18	7.8	9.7	1.9	0.9	0.8	•
	10	.	.	.	.	.	.	
	11	.	.	.	.	.	.	
	12	.	.	.	.	.	.	
CVAE SENIOR HIGH, FALL, 1990	9	35	8.2	9.1	0.9	0.6	-.2	O
	10	26	9.0	9.6	0.6	0.8	-.4	O
	11	13	7.7	8.8	1.2	1.2	0.4	•
	12	13	9.6	10.0	0.4	1.3	-.6	•
GIFTED AND TALENTED STUDENTS, 1990-91	9	1066	10.4	13.9	3.5	0.1	0.4	+
	10	1166	14.2	15.5	1.4	0.1	0.3	+
	11	1091	15.7	16.5	0.8	0.1	0.2	+
	12	959	16.0	16.3	0.4	0.2	0.4	+
LEP PARENT DENIALS, 1990-91, GRADES 9-12	9	34	6.8	8.1	1.3	0.6	0.2	O
	10	16	8.4	8.5	0.1	1.0	-.1	•
	11	18	8.6	8.5	-0.2	1.0	-.1	•
	12	26	9.4	9.9	0.5	0.9	-.2	O
LIBERAL ARTS ACADEMY AT JOHNSTON, 1990-91	9	75	10.3	13.9	3.6	0.4	0.5	+
	10	63	13.8	15.2	1.4	0.5	0.5	+
	11	51	16.1	16.8	0.7	0.6	0.2	O
	12	.	.	.	.	.	.	
MENTOR HIGH SCHOOLS, FALL, 1990	9	17	7.7	9.0	1.3	0.9	-.3	•
	10	.	.	.	.	.	.	
	11	6	10.8	11.9	1.1	1.7	-.2	•

GENESYS CROSS-PROGRAM COMPARISON
SPRING, 1991
TABLE 12C - ACHIEVEMENT INDICATORS
ROSE RESULTS FOR WORK STUDY
HIGH SCHOOL PROGRAMS

PROGRAM	GRADE	N	PRETEST GE	POSTTEST GE	GAIN	CRITICAL VALUE	OVER/UNDER ACTUAL	SIGNIFICANCE
	12	4	15.7	16.0	0.3	2.4	0.4	*
PEAK PROGRAM HIGH SCHOOL, FALL, 1990	9	13	7.7	9.1	1.4	1.0	-.1	*
	10	1	8.0	8.0	0.0	3.9	0.0	*
	11	.	.	.	.	.	.	
	12	1	9.6	8.5	-1.1	4.7	-.2	*
PROJECT TOUCH AT CROCKETT, FALL, 1990	9	20	8.4	10.1	1.7	0.8	0.3	*
	10	2	11.9	14.2	2.3	2.8	0.8	*
	11	.	.	.	.	.	.	
	12	1	8.1	11.0	2.9	4.7	1.5	*
SCIENCE ACADEMY AT LBJ, 1990-91	9	141	10.7	14.7	4.0	0.3	0.7	+
	10	159	15.1	16.4	1.3	0.3	0.4	+
	11	118	16.8	17.8	0.9	0.4	0.6	+
	12	102	17.2	17.7	0.5	0.5	0.8	+
SERVED LEP STUDENTS, 1990-91, GRADES 9-12	9	24	6.3	7.8	1.5	0.8	0.3	*
	10	11	7.5	7.9	0.4	1.2	-.7	*
	11	10	7.4	8.4	1.0	1.3	0.2	*
	12	17	9.5	9.5	0.0	1.2	-.6	*
SPECIAL EDUCATION STUDENTS, 1990-91	9	16	8.3	9.5	1.2	0.9	-.6	*
	10	3	13.0	13.6	0.6	2.3	0.1	*
	11	.	.	.	.	.	.	
	12	3	10.0	10.4	0.4	2.7	-.8	*

GENESYS CROSS-PROGRAM COMPARISON
SPRING, 1991
TABLE 13A - ACHIEVEMENT INDICATORS
PERCENT MASTERING TEXAS ASSESSMENT OF ACADEMIC SKILLS (TAAS)
MATHEMATICS

PROGRAM	GRADE LEVELS	GRADE									
		3		5		7		9		11	
		N	%	N	%	N	%	N	%	N	%
ANDREWS ENROLLMENT ON OR BY 10/5/90	EK-5	106	70	83	33	.	.	.	.	.	.
ANDREWS VALID ROSE 1990/1991 AT SAME SCHOOL	EK-5	38	84	41	34	.	.	.	.	.	.
GALINDO ENROLLMENT ON OR BY 10/5/90	EK-5	101	88	78	49	.	.	.	.	.	.
GALINDO VALID ROSE 1990/1991 AT SAME SCHOOL	EK-5	45	96	39	51	.	.	.	.	.	.
LANGFORD ENROLLMENT ON OR BY 10/5/90	EK-5	67	70	50	58	.	.	.	.	.	.
LANGFORD VALID ROSE 1990/1991 AT SAME SCHOOL	EK-5	28	75	29	72	.	.	.	.	.	.
COMMUNITY MENTOR PROGRAM, 1990-91	EK-6	125	78	12	42	.	.	.	.	.	.
PATTON ENROLLMENT ON OR BY 10/5/90	K-5	152	94	171	82	.	.	.	.	.	.
PATTON VALID ROSE 1990/1991 AT SAME SCHOOL	K-5	106	94	121	89	.	.	.	.	.	.
LEP PARENT DENIALS, 1990-91, GRADES K-6	K-6	32	63	24	29	.	.	.	.	.	.
SERVED LEP STUDENTS, 1990-91, GRADES K-6	K-6	430	80	211	20	.	.	.	.	.	.
TEACH AND REACH, MATH SERVED, 1990-91	K-6	197	75	219	29	.	.	.	.	.	.
TEACH AND REACH, READING SERVED, 1990-91	K-6	121	74	191	34	.	.	.	.	.	.
SPECIAL EDUCATION STUDENTS, 1990-91	PK-6	356	64	262	23	.	.	.	.	.	.
GIFTED AND TALENTED STUDENTS, 1990-91	2-6	1042	100	1221	94	.	.	.	.	.	.
'89 MIDDLE SCHOOL 6TH GRADERS - LOW MATH - 88-89	6-8	.	.	.	.	70	11	4	25	.	.
GIFTED AND TALENTED STUDENTS, 1990-91	6-8	.	.	.	.	1361	93	14	100	.	.
LEP PARENT DENIALS, 1990-91, GRADES 6-8	6-8	.	.	.	.	59	20	.	.	.	.
SERVED LEP STUDENTS, 1990-91, GRADES 6-8	6-8	.	.	.	.	101	12	.	.	.	.
SPECIAL EDUCATION STUDENTS, 1990-91	6-8	.	.	.	.	241	19	1	100	.	.
KEALING MAGNET, 1990-91	7-8	.	.	.	.	220	98	.	.	.	.
BP - AUSTIN-BLOCK COURSES, FALL, 1990	9	.	.	.	.	.	.	16	6	.	.
BP - CROCKETT-SUCCESS, FALL, 1990	9	.	.	.	.	.	.	84	38	.	.
BP - JOHNSTON-RENAISSANCE, FALL, 1990	9	.	.	.	.	.	.	120	13	.	.
BP - LANIER-CONNECTIONS, FALL, 1990	9	.	.	.	.	.	.	17	6	.	.
PROJECT FIRST AT CROCKETT, 1990-91	9	.	.	.	.	.	.	98	40	.	.
PROJECT FIRST AT MCCALLUM, 1990-91	9	.	.	.	.	.	.	151	21	.	.
BP - REAGAN-BLOCK COURSES, FALL, 1990	9-10	.	.	.	.	.	.	35	23	.	.
BP - TRAVIS-EXCEL, FALL, 1990	9-10	.	.	.	.	.	.	44	23	.	.
CVAE SENIOR HIGH, FALL, 1990	9-12	.	.	1	0	.	.	124	23	11	73
GIFTED AND TALENTED STUDENTS, 1990-91	9-12	.	.	.	.	.	.	1294	90	1009	100
LEP PARENT DENIALS, 1990-91, GRADES 9-12	9-12	.	.	.	.	.	.	77	14	14	86
LIBERAL ARTS ACADEMY AT JOHNSTON, 1990-91	9-12	.	.	.	.	.	.	89	89	49	100
MENTOR HIGH SCHOOLS, FALL, 1990	9-12	.	.	.	.	.	.	36	11	5	100
PEAK PROGRAM HIGH SCHOOL, FALL, 1990	9-12	.	.	.	.	.	.	30	27	.	.
PROJECT TOUCH AT CROCKETT, FALL, 1990	9-12	.	.	.	.	.	.	38	42	1	100
SCIENCE ACADEMY AT LBJ, 1990-91	9-12	.	.	.	.	.	.	167	96	120	100
SERVED LEP STUDENTS, 1990-91, GRADES 9-12	9-12	.	.	.	.	.	.	165	8	10	80
SPECIAL EDUCATION STUDENTS, 1990-91	9-12	.	.	.	.	.	.	343	18	33	82

08/04/91

GENESYS CROSS-PROGRAM COMPARISON
SPRING, 1991
TABLE 13B - ACHIEVEMENT INDICATORS
PERCENT MASTERING TEXAS ASSESSMENT OF ACADEMIC SKILLS (TAAS)
READING

PROGRAM	GRADE LEVELS	GRADE 3		5		7		9		11	
		N	%	N	%	N	%	N	%	N	%
ANDREWS ENROLLMENT ON OR BY 10/5/90	EK-5	106	68	82	46	.	.	.	.	.	.
ANDREWS VALID ROSE 1990/1991 AT SAME SCHOOL	EK-5	38	79	41	56	.	.	.	.	.	.
GALINDO ENROLLMENT ON OR BY 10/5/90	EK-5	99	86	75	52	.	.	.	.	.	.
GALINDO VALID ROSE 1990/1991 AT SAME SCHOOL	EK-5	45	96	39	46	.	.	.	.	.	.
LANGFORD ENROLLMENT ON OR BY 10/5/90	EK-5	64	78	49	76	.	.	.	.	.	.
LANGFORD VALID ROSE 1990/1991 AT SAME SCHOOL	EK-5	28	75	29	83	.	.	.	.	.	.
COMMUNITY MENTOR PROGRAM, 1990-91	EK-6	119	63	11	45	.	.	.	.	.	.
PATTON ENROLLMENT ON OR BY 10/5/90	K-5	150	95	172	86	.	.	.	.	.	.
PATTON VALID ROSE 1990/1991 AT SAME SCHOOL	K-5	107	97	120	89	.	.	.	.	.	.
LEP PARENT DENIALS, 1990-91, GRADES K-6	K-6	27	56	22	32	.	.	.	.	.	.
SERVED LEP STUDENTS, 1990-91, GRADES K-6	K-6	426	72	203	25	.	.	.	.	.	.
TEACH AND REACH, MATH SERVED, 1990-91	K-6	197	70	221	46	.	.	.	.	.	.
TEACH AND REACH, READING SERVED, 1990-91	K-6	119	74	193	52	.	.	.	.	.	.
SPECIAL EDUCATION STUDENTS, 1990-91	PK-6	298	48	222	34	.	.	.	.	.	.
GIFTED AND TALENTED STUDENTS, 1990-91	2-6	1044	98	1220	93	.	.	.	.	.	.
'89 MIDDLE SCHOOL 6TH GRADERS - LOW MATH - 88-89	6-8	.	.	.	.	76	18	5	20	.	.
GIFTED AND TALENTED STUDENTS, 1990-91	6-8	.	.	.	.	1362	93	14	100	.	.
LEP PARENT DENIALS, 1990-91, GRADES 6-8	6-8	.	.	.	.	57	11	.	.	.	.
SERVED LEP STUDENTS, 1990-91, GRADES 6-8	6-8	.	.	.	.	101	10	.	.	.	.
SPECIAL EDUCATION STUDENTS, 1990-91	6-8	.	.	.	.	233	23	1	100	.	.
KEALING MAGNET, 1990-91	7-8	.	.	.	.	220	95	.	.	.	.
BP - AUSTIN-BLOCK COURSES, FALL, 1990	9	.	.	.	.	.	.	16	63	.	.
BP - CROCKETT-SUCCESS, FALL, 1990	9	.	.	.	.	.	.	84	69	.	.
BP - JOHNSTON-RENAISSANCE, FALL, 1990	9	.	.	.	.	.	.	124	45	.	.
BP - LANIER-CONNECTIONS, FALL, 1990	9	.	.	.	.	.	.	19	5	.	.
PROJECT FIRST AT CROCKETT, 1990-91	9	.	.	.	.	.	.	98	69	.	.
PROJECT FIRST AT MCCALLUM, 1990-91	9	.	.	.	.	.	.	149	58	.	.
BP - REAGAN-BLOCK COURSES, FALL, 1990	9-10	.	.	.	.	.	.	34	56	.	.
BP - TRAVIS-EXCEL, FALL, 1990	9-10	.	.	.	.	.	.	40	53	.	.
CVAE SENIOR HIGH, FALL, 1990	9-12	.	.	1	0	.	.	123	58	11	91
GIFTED AND TALENTED STUDENTS, 1990-91	9-12	.	.	.	.	.	.	1293	98	1010	100
LEP PARENT DENIALS, 1990-91, GRADES 9-12	9-12	.	.	.	.	.	.	78	36	14	100
LIBERAL ARTS ACADEMY AT JOHNSTON, 1990-91	9-12	.	.	.	.	.	.	88	100	49	100
MENTOR HIGH SCHOOLS, FALL, 1990	9-12	.	.	.	.	.	.	34	44	5	100
PEAK PROGRAM HIGH SCHOOL, FALL, 1990	9-12	.	.	.	.	.	.	32	63	.	.
PROJECT TOUCH AT CROCKETT, FALL, 1990	9-12	.	.	.	.	.	.	37	65	1	100
SCIENCE ACADEMY AT LBJ, 1990-91	9-12	.	.	.	.	.	.	170	97	120	100
SERVED LEP STUDENTS, 1990-91, GRADES 9-12	9-12	.	.	.	.	.	.	163	26	11	73
SPECIAL EDUCATION STUDENTS, 1990-91	9-12	.	.	.	.	.	.	351	43	31	84

GENESYS CROSS-PROGRAM COMPARISON
SPRING, 1991
TABLE 13C - ACHIEVEMENT INDICATORS
PERCENT MASTERING TEXAS ASSESSMENT OF ACADEMIC SKILLS (TAAS)
WRITING

08/04/91

PROGRAM	GRADE LEVELS	GRADE 3		GRADE 5		GRADE 7		GRADE 9			
		N	%	N	%	N	%	N	%		
ANDREWS ENROLLMENT ON OR BY 10/5/90	EK-5	105	52	80	55	.	.	.	.	.	.
ANDREWS VALID ROSE 1990/1991 AT SAME SCHOOL	EK-5	38	68	40	65	.	.	.	.	.	.
GALINDO ENROLLMENT ON OR BY 10/5/90	EK-5	99	74	76	87	.	.	.	.	.	.
GALINDO VALID ROSE 1990/1991 AT SAME SCHOOL	EK-5	45	80	39	92	.	.	.	.	.	.
LANGFORD ENROLLMENT ON OR BY 10/5/90	EK-5	65	60	49	84	.	.	.	.	.	.
LANGFORD VALID ROSE 1990/1991 AT SAME SCHOOL	EK-5	28	68	29	86	.	.	.	.	.	.
COMMUNITY MENTOR PROGRAM, 1990-91	EK-6	118	41	11	91	.	.	.	.	.	.
PATTON ENROLLMENT ON OR BY 10/5/90	K-5	152	80	171	94	.	.	.	.	.	.
PATTON VALID ROSE 1990/1991 AT SAME SCHOOL	K-5	109	83	119	96	.	.	.	.	.	.
LEP PARENT DENIALS, 1990-91, GRADES K-6	K-6	29	21	22	59	.	.	.	.	.	.
SERVED LEP STUDENTS, 1990-91, GRADES K-6	K-6	425	58	203	58	.	.	.	.	.	.
TEACH AND REACH, MATH SERVED, 1990-91	K-6	197	55	217	61	.	.	.	.	.	.
TEACH AND REACH, READING SERVED, 1990-91	K-6	121	52	191	68	.	.	.	.	.	.
SPECIAL EDUCATION STUDENTS, 1990-91	PK-6	292	27	218	49	.	.	.	.	.	.
GIFTED AND TALENTED STUDENTS, 1990-91	2-6	1048	88	1215	95	.	.	.	.	.	.
'89 MIDDLE SCHOOL 6TH GRADERS - LOW MATH - 88-89	6-8	.	.	.	.	71	28	4	25	.	.
GIFTED AND TALENTED STUDENTS, 1990-91	6-8	.	.	.	.	1349	92	14	86	.	.
LEP PARENT DENIALS, 1990-91, GRADES 6-8	6-8	.	.	.	.	56	34	.	.	.	.
SERVED LEP STUDENTS, 1990-91, GRADES 6-8	6-8	.	.	.	.	102	24	.	.	.	.
SPECIAL EDUCATION STUDENTS, 1990-91	6-8	.	.	.	.	229	24	.	.	.	.
KEALING MAGNET, 1990-91	7-8	.	.	.	.	220	93	.	.	.	.
BP - AUSTIN-BLOCK COURSES, FALL, 1990	9	.	.	.	.	.	.	14	7	.	.
BP - CROCKETT-SUCCESS, FALL, 1990	9	.	.	.	.	.	.	85	29	.	.
BP - JOHNSTON-RENAISSANCE, FALL, 1990	9	.	.	.	.	.	.	120	26	.	.
BP - LANIER-CONNECTIONS, FALL, 1990	9	.	.	.	.	.	.	14	7	.	.
PROJECT FIRST AT CROCKETT, 1990-91	9	.	.	.	.	.	.	99	31	.	.
PROJECT FIRST AT MCCALLUM, 1990-91	9	.	.	.	.	.	.	144	31	.	.
BP - REAGAN-BLOCK COURSES, FALL, 1990	9-10	.	.	.	.	.	.	35	26	.	.
BP - TRAVIS-EXCEL, FALL, 1990	9-10	.	.	.	.	.	.	43	37	.	.
CVAE SENIOR HIGH, FALL, 1990	9-12	.	.	1	0	.	.	119	28	11	64
GIFTED AND TALENTED STUDENTS, 1990-91	9-12	.	.	.	.	.	.	1293	88	1010	100
LEP PARENT DENIALS, 1990-91, GRADES 9-12	9-12	.	.	.	.	.	.	75	21	14	93
LIBERAL ARTS ACADEMY AT JOHNSTON, 1990-91	9-12	.	.	.	.	.	.	88	93	49	100
MENTOR HIGH SCHOOLS, FALL, 1990	9-12	.	.	.	.	.	.	36	28	5	100
PEAK PROGRAM HIGH SCHOOL, FALL, 1990	9-12	.	.	.	.	.	.	31	32	.	.
PROJECT TOUCH AT CROCKETT, FALL, 1990	9-12	.	.	.	.	.	.	34	44	1	100
SCIENCE ACADEMY AT LBJ, 1990-91	9-12	.	.	.	.	.	.	170	95	120	100
SERVED LEP STUDENTS, 1990-91, GRADES 9-12	9-12	.	.	.	.	.	.	161	7	11	73
SPECIAL EDUCATION STUDENTS, 1990-91	9-12	.	.	.	.	.	.	339	21	33	82

ATTACHMENT 8
(Page 31 of 31)

ATTACHMENT 9
(Page 1 of 2)

GENESYS CROSSTABS
(Available on Request)

--Sex by Grade	GRADE
--Ethnicity by Grade	
--Low Income by Grade	
--LEP by Grade	
--Overage for Grade by Grade	
--Special Education by Grade	
--Gifted/Talented by Grade	
--Disciplined by Grade	
--Drop Status by Grade	
--Retained by Grade	
--Sex by Ethnicity	ETHNICITY
--Grade by Ethnicity	
--Low Income by Ethnicity	
--LEP by Ethnicity	
--Overage for Grade by Ethnicity	
--Special Education by Ethnicity	
--Gifted/Talented by Ethnicity	
--Disciplined by Ethnicity	
--Drop Status by Ethnicity	
--Retained by Ethnicity	
--TEAMS Reading Mastery by Ethnicity	
--TEAMS Math Mastery by Ethnicity	
--TEAMS Writing Mastery by Ethnicity	
--Sex by Drop Status	DROP STATUS
--Ethnicity by Drop Status	
--Low Income by Drop Status	
--LEP by Drop Status	
--Overage for Grade by Drop Status	
--Special Education by Drop Status	
--Gifted/Talented by Drop Status	
--Disciplined by Drop Status	
--Retained by Drop Status	
--TEAMS Reading Mastery by Drop Status	
--TEAMS Math Mastery by Drop Status	
--TEAMS Writing Mastery by Drop Status	
--Sex by Retained	RETAINED
--Ethnicity by Retained	
--Low Income by Retained	
--LEP by Retained	
--Overage for Grade by Retained	
--Special Education by Retained	
--Gifted/Talented by Retained	
--Disciplined by Retained	
--TEAMS Reading Mastery by Retained	
--TEAMS Math Mastery by Retained	
--TEAMS Writing Mastery by Retained	

TEAMS
READING
MASTERY

--Sex by TEAMS Reading Mastery
--Ethnicity by TEAMS Reading Mastery
--Low Income by TEAMS Reading Mastery
--LEP by TEAMS Reading Mastery
--Overage for Grade by TEAMS Reading Mastery
--Special Education by TEAMS Reading Mastery
--Gifted/Talented by TEAMS Reading Mastery
--Disciplined by TEAMS Reading Mastery
--Retained by TEAMS Reading Mastery

TEAMS
MATH
MASTERY

--Sex by TEAMS Math Mastery
--Ethnicity by TEAMS Math Mastery
--Low Income by TEAMS Math Mastery
--LEP by TEAMS Math Mastery
--Overage for Grade by TEAMS Math Mastery
--Special Education by TEAMS Math Mastery
--Gifted/Talented by TEAMS Math Mastery
--Disciplined by TEAMS Math Mastery
--Retained by TEAMS Math Mastery

TEAMS
WRITING
MASTERY

--Sex by TEAMS Writing Mastery
--Ethnicity by TEAMS Writing Mastery
--Low Income by TEAMS Writing Mastery
--LEP by TEAMS Writing Mastery
--Overage for Grade by TEAMS Writing Mastery
--Special Education by TEAMS Writing Mastery
--Gifted/Talented by TEAMS Writing Mastery
--Disciplined by TEAMS Writing Mastery
--Retained by TEAMS Writing Mastery

```
                The SAS System

            TABLE OF SEX BY ETHNIC

SEX       ETHNIC

Frequency|
Percent  |
Row Pct  |
Col Pct  |B       |H       |O       |  Total
---------+--------+--------+--------+
F        |      9 |     13 |      8 |     30
         |  20.45 |  29.55 |  18.18 |  68.18
         |  30.00 |  43.33 |  26.67 |
         |  75.00 |  59.09 |  80.00 |
---------+--------+--------+--------+
M        |      3 |      9 |      2 |     14
         |   6.82 |  20.45 |   4.55 |  31.82
         |  21.43 |  64.29 |  14.29 |
         |  25.00 |  40.91 |  20.00 |
---------+--------+--------+--------+
Total          12       22       10       44
            27.27    50.00    22.73   100.00
```

GENESYS
GENeric Evaluation SYStem

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

EVALUATION SUMMARY

PROGRAM/GROUP: AISD ELEMENTARY STUDENTS, 1990-91

PRINT DATE: 06/28/91

DEMOGRAPHIC INDICATORS

Grade	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
# Students:	2107	5954	6106	5802	5756	5351	5110	724							37325

	Sex		Ethnicity			Low		Overage	Special	Gifted/
	Male	Female	Black	Hispanic	Other	Income	LEP	For Grade	Education	Talented
#	18773	18138	6962	13487	16462	19828	3987	4656	4545	4634
%	51	49	19	37	45	54	11	13	12	12

PROGRESS INDICATORS

		Attendance		Disciplined			Credits		# F's		# No Grades		GPA	
		Fall	Spring	Fall	Spring		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
90-91	#	36953	37278	85	95	#								
	%	96.7	95.5	0.2	0.3	AVG								
89-90	#	25455	25852	45	111	#								
	%	96.4	96.0	0.1	0.3	AVG								

DROPOUTS		RETAINEES	
6 Weeks:	October:	End of Year: 0.7	Beginning of Year:
1991	1991	SPRING, 1991	FALL, 1991

PREDICTED and OBTAINED 1990-91 DROPOUT RATES

	Number of Students	Predicted Dropouts #	Predicted Dropouts Rate	Obtained Dropouts #	Obtained Dropouts Rate	Obtained as a % of Predicted
Fall, 1990						
Spring, 1991						
Annual, 1991						

Definitions:

The PREDICTED DROPOUT RATE for a program/group is the sum of the dropout risk probability for each student in the group divided by the number of students in the group (N).

The DROPOUT RISK PROBABILITY for a student is based on the risk factor associated with the student's membership in one of 22 different risk categories. (The risk categories are detailed in the current GENESYS report.)

The RISK FACTOR for a given risk category is the percentage of students in that risk category who dropped out. Expressed as a rate, the risk factor is a two decimal-place numeral. For example, if 45.75% of the students in a particular risk category dropped out, the risk factor for a student in that category would be 45.75.

The OBTAINED DROPOUT RATE for a program/group is the actual percentage of students who dropped out.

The OBTAINED AS A % OF PREDICTED statistic is calculated by dividing the predicted rate by the obtained rate and multiplying by 100.

CONTINUED ON PAGE 2

BEST COPY AVAILABLE

ACHIEVEMENT INDICATORS

GENESYS

ITBS/TAP MEDIAN PERCENTILES.

Grade	1	2	3	4	5	6	7	8	9	10	11	12
Reading Comprehension	49	56	45	46	49	55						
Number of Students	5245	5087	5060	4714	4498	648						
Mathematics Total	56	66	53	52	51	59						
Number of Students	5377	5187	5120	4768	4534	651						
Composite	57	61	57	52	52	59						
Number of Students	5182	5040	4981	4664	4452	646						

ROPE, SPRING 1990 TO SPRING 1991 MEAN GRADE EQUIVALENT

Grade	2	3	4	5	6	7	8	9	10	11	12
READING COMPREHENSION											
Number of Students	3678	3727	3494	3400	516						
1990 Grade Equivalent	2.0	3.2	4.0	5.0	6.3						
1991 Grade Equivalent	3.2	4.0	5.0	6.0	7.3						
Gain	1.2	0.8	1.0	1.1	1.0						
Over/Under Predicted	0.0	0.0	0.0	0.0	0.0						
Program Effectiveness	0	0	0	0	0						
Range for 0 (+/-)	0.0	0.0	0.0	0.0	0.0						
MATHEMATICS											
Number of Students	3686	3728	3476	3394	519						
1990 Grade Equivalent	2.1	3.3	4.0	5.0	6.4						
1991 Grade Equivalent	3.3	4.0	5.1	6.1	7.3						
Gain	1.2	0.7	1.1	1.1	0.9						
Over/Under Predicted	0.0	0.0	0.0	0.0	0.0						
Program Effectiveness	0	0	0	0	0						
Range for 0 (+/-)	0.0	0.0	0.0	0.0	0.0						
LANGUAGE											
Number of Students			3484	3388	518						
1990 Grade Equivalent			4.7	5.3	6.8						
1991 Grade Equivalent			5.5	6.4	7.7						
Gain			0.8	1.1	0.9						
Over/Under Predicted			0.0	0.0	0.0						
Program Effectiveness			0	0	0						
Range for 0 (+/-)			0.0	0.0	0.1						
WORK STUDY											
Number of Students			3474	3389	520						
1990 Grade Equivalent			4.0	5.0	6.4						
1991 Grade Equivalent			5.1	6.0	7.2						
Gain			1.1	1.0	0.9						
Over/Under Predicted			0.0	0.0	0.0						
Program Effectiveness			0	0	0						
Range for 0 (+/-)			0.0	0.0	0.1						

TAAS PERCENT MASTERING

Grade	3	5	7	9	11
WRITING					
Number of Students	4950	4292			
Mastery Level	67	81			
Academic Recognition	5	6			
READING					
Number of Students	4955	4318			
Mastery Level	84	69			
Academic Recognition	48	36			
MATHEMATICS					
Number of Students	5018	4361			
Mastery Level	86	60			
Academic Recognition	34	19			
PASSING ALL TESTS TAKEN					
Number of Students	5088	4417			
Mastery Level	62	52			
Academic Recognition	3	3			

KEY

ITBS = Iowa Tests of Basic Skills
TAP = Tests of Achievement and Proficiency
ROPE = Report On Program Effectiveness
* = Number of Students is Too Small for Analysis
+ = Positive Impact
- = Negative Impact
0 = No Impact
TAAS = Texas Assessment of Academic Skills

BEST COPY AVAILABLE

GENESYS
GENeric Evaluation SYStem

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

EVALUATION SUMMARY

PROGRAM/GROUP: AISD MIDDLE/JUNIOR HIGH STUDENTS, 1990-91 **PRINT DATE:** 06/28/91

DEMOGRAPHIC INDICATORS

Grade	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
# Students:								3983	4471	4081					12543

	Sex		Ethnicity			Low		Overage	Special	Gifted/
	Male	Female	Black	Hispanic	Other	Income	LEP	For Grade	Education	Talented
#	6412	6129	2628	4278	5635	5552	591	3248	1421	4161
%	51	49	21	34	45	44	5	26	11	33

PROGRESS INDICATORS

		Attendance		Disciplined			Credits		# F's		# No Grades		GPA	
		Fall	Spring	Fall	Spring		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
90-91	#	12428	12523	688	831	#			12234	11812			12298	11864
	%	94.8	92.7	5.5	6.6	AVG			0.51	0.58			84.3	84.1
89-90	#	11087	11234	409	477	#			7079	6852			7093	6948
	%	96.0	94.7	3.3	3.8	AVG			0.51	0.52			84.1	84.0

DROPOUTS		RETAINEES	
6th 6 Weeks: 3.4 1991	October: 1991	End of Year: 3.7 SPRING, 1991	Beginning of Year: FALL, 1991

PREDICTED and OBTAINED 1990-91 DROPOUT RATES

	Number of Students	Predicted Dropouts #	Predicted Dropouts Rate	Obtained Dropouts #	Obtained Dropouts Rate	Obtained as a % of Predicted
Fall, 1990	12543					
Spring, 1991						
Annual, 1991						

Definitions:

The PREDICTED DROPOUT RATE for a program/group is the sum of the dropout risk probability for each student in the group divided by the number of students in the group (N).

The DROPOUT RISK PROBABILITY for a student is based on the risk factor associated with the student's membership in one of 22 different risk categories. (The risk categories are detailed in the current GENESYS report.)

The RISK FACTOR for a given risk category is the percentage of students in that risk category who dropped out. Expressed as a rate, the risk factor is a two decimal-place numeral. For example, if 45.75% of the students in a particular risk category dropped out, the risk factor for a student in that category would be 45.75.

The OBTAINED DROPOUT RATE for a program/group is the actual percentage of students who dropped out.

The OBTAINED AS A % OF PREDICTED statistic is calculated by dividing the predicted rate by the obtained rate and multiplying by 100.

CONTINUED ON PAGE 2

BEST COPY AVAILABLE

PROGRAM/GROUP: AISD MIDDLE/JUNIOR HIGH STUDENTS, 1990-91

ACHIEVEMENT INDICATORS

GENESYS

ITBS/TAP MEDIAN PERCENTILES,

Grade	1	2	3	4	5	6	7	8	9	10	11	12
Reading Comprehension						40	46	50				
Number of Students						3555	3969	3639				
Mathematics Total						42	42	44				
Number of Students						3549	3976	3604				
Composite						42	48	51				
Number of Students						3485	3858	3514				

ROPE, SPRING 1990 TO SPRING 1991 MEAN GRADE EQUIVALENT

Grade	2	3	4	5	6	7	8	9	10	11	12
READING COMPREHENSION											
Number of Students					2689	2959	2733				
1990 Grade Equivalent					5.8	6.8	8.0				
1991 Grade Equivalent					6.7	8.0	9.2				
Gain					0.8	1.1	1.2				
Over/Under Predicted					0.0	0.0	0.0				
Program Effectiveness					0	0	0				
Range for 0 (+/-)					0.0	0.0	0.0				
MATHEMATICS											
Number of Students					2659	2947	2705				
1990 Grade Equivalent					6.0	6.9	7.9				
1991 Grade Equivalent					6.8	7.8	8.8				
Gain					0.9	0.9	0.9				
Over/Under Predicted					0.0	0.0	0.0				
Program Effectiveness					0	0	0				
Range for 0 (+/-)					0.0	0.0	0.0				
LANGUAGE											
Number of Students					2666	2924	2696				
1990 Grade Equivalent					6.3	7.2	8.5				
1991 Grade Equivalent					7.1	8.4	9.6				
Gain					0.9	1.2	1.1				
Over/Under Predicted					0.0	0.0	0.0				
Program Effectiveness					0	0	0				
Range for 0 (+/-)					0.0	0.0	0.0				
WORK STUDY											
Number of Students					2665	2955	2724				
1990 Grade Equivalent					6.0	6.8	8.0				
1991 Grade Equivalent					6.7	7.8	9.1				
Gain					0.7	1.1	1.1				
Over/Under Predicted					0.0	0.0	0.0				
Program Effectiveness					0	0	0				
Range for 0 (+/-)					0.0	0.0	0.0				

TAAS PERCENT MASTERING

Grade	3	5	7	9	11
WRITING					
Number of Students			3805		
Mastery Level			66		
Academic Recognition			5		
READING					
Number of Students			3828		
Mastery Level			58		
Academic Recognition			21		
MATHEMATICS					
Number of Students			3848		
Mastery Level			56		
Academic Recognition			16		
PASSING ALL TESTS TAKEN					
Number of Students			3951		
Mastery Level			42		
Academic Recognition			2		

KEY

ITBS = Iowa Tests of Basic Skills
TAP = Tests of Achievement and Proficiency
ROPE = Report On Program Effectiveness
* = Number of Students is Too Small for Analysis
+ = Positive Impact
- = Negative Impact
0 = No Impact
TAAS = Texas Assessment of Academic Skills

BEST COPY AVAILABLE

90.39

GENESYS

GENeric Evaluation SYStem

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

EVALUATION SUMMARY

PROGRAM/GROUP: AISD SENIOR HIGH STUDENTS, 1990-91

PRINT DATE: 06/28/91

DEMOGRAPHIC INDICATORS

Grade	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
# Students:											5077	3739	3109	2939	14864

	Sex		Ethnicity			Low		Overage	Special	Gifted/
	Male	Female	Black	Hispanic	Other	Income	LEP	For Grade	Education	Talented
#	7515	7349	2954	4459	7451	3809	602	4774	1402	5265
%	51	49	20	30	50	26	4	32	9	35

PROGRESS INDICATORS

		Attendance		Disciplined			Credits		# F's		# No Grades		GPA	
		Fall	Spring	Fall	Spring		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
90-91	#	14482	14755	605	618	#	14432	14104	14432	14104	14432	14104	14371	13910
	%	93.5	90.5	4.1	4.2	AVG	2.5	2.3	0.78	0.80	0.16	0.42	80.3	79.5
89-90	#	13105	13249	583	595	#	10407	10367	10407	10367	10407	10367	10388	10348
	%	95.0	93.0	3.9	4.0	AVG	2.6	2.6	0.74	0.81	0.08	0.11	80.6	80.2

DROPOUTS

6th 6 Weeks: 9.7
1991

October:
1991

RETAINEES

End of Year: 6.1
SPRING, 1991

Beginning of Year:
FALL, 1991

PREDICTED and OBTAINED 1990-91 **DROPOUT RATES**

	Number of Students	Predicted Dropouts #	Predicted Dropouts Rate	Obtained Dropouts #	Obtained Dropouts Rate	Obtained as a % of Predicted
Fall, 1990	14864					
Spring, 1991						
Annual, 1991						

Definitions:

The PREDICTED DROPOUT RATE for a program/group is the sum of the dropout risk probability for each student in the group divided by the number of students in the group (N).

The DROPOUT RISK PROBABILITY for a student is based on the risk factor associated with the student's membership in one of 22 different risk categories. (The risk categories are detailed in the current GENESYS report.)

The RISK FACTOR for a given risk category is the percentage of students in that risk category who dropped out. Expressed as a rate, the risk factor is a two decimal-place numeral. For example, if 45.75% of the students in a particular risk category dropped out, the risk factor for a student in that category would be 45.75.

The OBTAINED DROPOUT RATE for a program/group is the actual percentage of students who dropped out.

The OBTAINED AS A % OF PREDICTED statistic is calculated by dividing the predicted rate by the obtained rate and multiplying by 100.

CONTINUED ON PAGE 2

BEST COPY AVAILABLE

ACHIEVEMENT INDICATORS

GENESYS

ITBS/TAP MEDIAN PERCENTILES,

Grade	1	2	3	4	5	6	7	8	9	10	11	12
Reading Comprehension									50	58	60	54
Number of Students									3915	3156	2583	2289
Mathematics Total									45	56	62	57
Number of Students									3948	3163	2590	2302
Composite									54	59	60	50
Number of Students									3733	3048	2488	2136

ROPE, SPRING 1990 TO SPRING 1991 MEAN GRADE EQUIVALENT

Grade	2	3	4	5	6	7	8	9	10	11	12
READING COMPREHENSION											
Number of Students								2772	2347	2000	1834
1990 Grade Equivalent								9.0	12.0	13.3	14.0
1991 Grade Equivalent								10.9	12.8	13.6	13.8
Gain								1.8	0.8	0.4	-0.1
Over/Under Predicted								0.0	0.0	0.0	0.0
Program Effectiveness								0	0	0	0
Range for 0 (+/-)								0.1	0.1	0.1	0.1
MATHEMATICS											
Number of Students								2761	2356	2019	1847
1990 Grade Equivalent								8.6	11.5	13.0	13.7
1991 Grade Equivalent								10.6	12.6	13.6	13.6
Gain								2.0	1.1	0.6	-0.1
Over/Under Predicted								0.0	0.0	0.0	0.0
Program Effectiveness								0	0	0	0
Range for 0 (+/-)								0.1	0.1	0.1	0.1
LANGUAGE											
Number of Students								2776	2356	2014	1843
1990 Grade Equivalent								9.4	11.8	12.5	13.2
1991 Grade Equivalent								10.8	12.2	13.0	12.9
Gain								1.4	0.4	0.5	-0.3
Over/Under Predicted								0.0	0.0	0.0	0.0
Program Effectiveness								0	0	0	0
Range for 0 (+/-)								0.1	0.1	0.1	0.1
WORK STUDY											
Number of Students								2748	2306	1964	1790
1990 Grade Equivalent								9.0	12.2	13.7	14.2
1991 Grade Equivalent								11.3	13.4	14.5	14.4
Gain								2.3	1.2	0.8	0.2
Over/Under Predicted								0.0	0.0	0.0	0.0
Program Effectiveness								0	0	0	0
Range for 0 (+/-)								0.1	0.1	0.1	0.1

TAAS PERCENT MASTERING

Grade	3	5	7	9	11
WRITING					
Number of Students				4195	1688
Mastery Level				56	99
Academic Recognition				3	7
READING					
Number of Students				4207	1685
Mastery Level				76	99
Academic Recognition				28	52
MATHEMATICS					
Number of Students				4224	1681
Mastery Level				53	99
Academic Recognition				10	29
PASSING ALL TESTS TAKEN					
Number of Students				4351	1688
Mastery Level				41	98
Academic Recognition				2	3

KEY

ITBS = Iowa Tests of Basic Skills
TAP = Tests of Achievement and Proficiency
ROPE = Report On Program Effectiveness
* = Number of Students is Too Small for Analysis
+ = Positive Impact
- = Negative Impact
O = No Impact
TAAS = Texas Assessment of Academic Skills

BEST COPY AVAILABLE

Austin Independent School District

Department of Management Information
Dr. Glynn Ligon, Executive Director

Office of Research and Evaluation
Systemwide Evaluation
David Wilkinson, Evaluator

Authors:
David Wilkinson, Evaluator
Sedra G. Spano, Evaluation Associate

Contributing Staff:
Stacy Buffington, Programmer/Analyst
Veda Raju, Programmer/Analyst
Leonila M. Gonzalez, Secretary
Linda Frazer, Research Analyst

Board of Trustees

Bernice Hart, President
Bob West, Vice President
John Lay, Secretary
Nan Clayton
Dr. Beatriz de la Garza
Melissa Knippa
Dr. Gary R. McKenzie

Superintendent of Schools
Dr. Jim B. Hensley

Publication Number 90.39
July, 1991

BEST COPY AVAILABLE